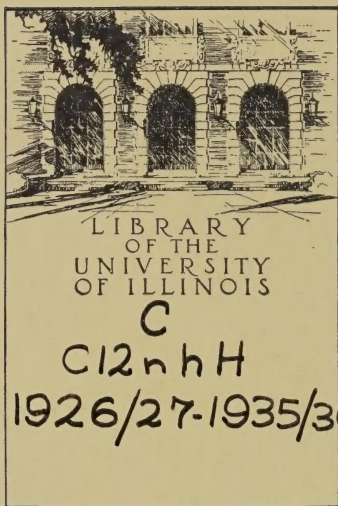




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1926-27

Humboldt State Teachers College

AND

Junior College

CIRCULAR OF INFORMATION

SUMMER SESSION 1926

COLLEGE YEAR 1926-1927



ARCATA, CALIFORNIA

APRIL, 1926

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THE LIBRARY OF THE

JUN 7 1927

Humboldt State Teachers College Letter
ARCATA, CALIFORNIA

Entered as second class matter April 4, 1916, at the post
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ON THE REDWOOD HIGHWAY.

Courtesy of H. C. Tibbitts.

HUMBOLDT STATE TEACHERS COLLEGE

AND

JUNIOR COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1926

COLLEGE YEAR 1926-1927

A State College for the Training of
Teachers for the Public Schools and
for Two Years of General College
Work



THE LIBRARY OF THE

JUN 7 1927

CALIFORNIA STATE PRINTING OFFICE
JOHN E. KING, State Printer
SACRAMENTO, 1926

INTRODUCTORY. CALENDAR, 1926-1927.

Summer Session, 1926.

Saturday, June 19-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June 21-----Registration
Friday, July 30-----Summer Session Closes

Fall Semester, 1926.

Saturday, August 14-----Examination in English A, 9 a.m. to 11 a.m.
Monday, August 16-----Registration
Tuesday, August 17-----Instruction begins
Thursday, September 9-----Admission Day
Friday, September 24-----Reports for first six weeks
Friday, November 5-----Reports for first twelve weeks
Thursday, November 25 to Sunday, November 28----Thanksgiving recess
Wednesday to Friday, December 15, 16, and 17--Semester examinations
Saturday, December 18 to Sunday, January 2----Christmas holidays

Spring Semester, 1927.

Saturday, January 1-----Examination in English A, 9 a.m. to 11 a.m.
Monday, January 3-----Registration
Tuesday, January 4-----Instruction begins
Friday, February 11-----Reports for first six weeks
Friday, March 25-----Reports for first twelve weeks
Sunday, May 1-----Baccalaureate Sermon
Wednesday to Friday, May 4, 5 and 6-----Semester examinations
Friday, May 6-----Commencement

Summer Session, 1927.

Saturday, June ~~18-25~~-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June ~~26-27~~-----Registration
Friday, July ~~29~~ *Aug 5*-----Summer Session closes

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1920/21-1925/26

OFFICIAL DIRECTORY.
HUMBOLDT STATE TEACHERS COLLEGE
Administered Through
the
STATE DEPARTMENT OF EDUCATION.
State Board of Education.

MR. E. P. CLARKE, President.

MRS. CARRIE PARSONS BRYANT

MR. S. D. MERK

MRS. HELENE HASTINGS

MR. F. J. O'BRIEN

MR. CLARENCE E. JARVIS

MR. C. A. STORKE

State Department of Education.

WILL C. WOOD.....Director of Education

MR. SAM H. COHN.....Deputy Director of Education

MR. WALTER E. MORGAN...Deputy Superintendent of Public Instruction

MISS MAMIE B. LANG.....Commissioner of Elementary Schools

MR. ALBERT C. OLNEY.....Commissioner of Secondary Schools

MR. NICHOLAS RICCIARDI.....Commissioner of Vocational Education

Officers of Administration.

RALPH W. SWETMAN.....President

LEO G. SCHUSSMAN.....Head of Department of Education

MRS. GRACE C. STANLEY.....Dean of Women

C. E. GRAVES.....Librarian

JESSIE T. WOODCOCK.....Secretary and Registrar

LILLIAN GRAY.....Assistant Secretary

CLARE OSTRANDER.....Superintendent of Buildings and Grounds

FACULTY.

SWETMAN, RALPH W.

President.

Ph. B., Hamilton College, 1907; A. M., Columbia University, 1917; two additional years of graduate work at Stanford University, 1922-1924. Nine years experience as supervising principal of elementary and high schools; director of training and extension service, State Normal School, Ellensburg, Washington, 1917-1922; Cubberley teaching fellow in Stanford University, 1922-1924; part time instructor in San Jose State Teachers College, 1923; instructor in the summer session of the University of California in Los Angeles, 1924; instructor in 1925 summer session, Stanford University. Member Phi Beta Kappa, Phi Delta Kappa; president Washington Education Association 1921; author, Outline and Digest of California School Law. At Humboldt since 1924.

ARNOLD, HOMER L.

Education.

A. B., University of Indiana, 1915; A. M., University of Chicago, 1917; additional graduate work at University of Chicago and at Stanford University. Eleven years experience as instructor and supervisor in elementary and high schools; head of department of education and psychology, New Mexico State Normal School, 1920-1921. Member Phi Delta Kappa. At Humboldt since 1921.

BALABANIS, HOMER P.

Social Science.

Ph. B., University of Chicago, 1920; A. M., University of Chicago, 1923; additional graduate work University of Chicago, Assistant, School of Commerce and Administration, University of Chicago, 1922-1923. At Humboldt since 1923.

BALCOMB, ERNEST E.

Principal Training School and Supervisor of Upper Grades.

Graduate Emporia State Normal School; A. B., Stanford University, 1903; graduate work, Harvard University, Columbia University, University of California. Teacher in elementary and high schools seven years. Head of Science Department, Oregon State Normal School, Monmouth, Oregon, four years; head Department of Agriculture, State Normal School, Weatherford, Oklahoma, three years; head Science Department, Rhode Island Normal School, Providence, Rhode Island, two years; head Department of Rural Life, North Carolina College, for Women, Greensboro, North Carolina, eight years; member National Council of Education; president, Department of Agriculture of National Education Association, 1912; California director of American Nature Study Society. At Humboldt since 1919.

BOWMAN, CARL

Dramatics, Speech.

B. S., Kansas State Teachers College, Emporia, 1921; A. M., Northwestern University, 1925; Eleven years of experience in teaching which included rural school, junior high school, senior high school, summer appointments at Kansas State Teachers College, and two years on a teaching fellowship in Northwestern University. Member of Pi Kappa Delta, National Forensic Fraternity, and Kappa Delta Pi, National Scholarship Fraternity. Two seasons in Chautauqua dramatics. At Humboldt since 1925.

CARTLICH, LUCY H.

Home Economics.

B. S. in Biology, Washington State College, 1902. Graduate of Lewiston State Normal School, 1916. A. B. in Home Economics, Washington State College, 1923. Graduate work in education, Washington State College, 1923 and summer of 1924. Two years experience as an elementary teacher. Three years experience as high school principal. Six years Smith Hughes Home Economics instructor in day and evening schools. At Humboldt since 1925.

CATTELAİN, FERNAND

French, Spanish.

Elementary education acquired in France; B. A. 1906, American International College, Springfield, Mass.; Escuela Normal and National University of Mexico, 1915-16; M. A., 1922, Baylor University; Diplôme d' Université, University of Besancon, France, 1923; Post-Graduate University of Chicago, 1924. Secretary

Y. M. C. A., New York City; Officer General-Staff, A. E. F., 1917-19; Spanish Instructor, U. S. A. Post, Tucson, Arizona, 1919-20; French Instructor, Baylor University, 1920-22; French Instructor, University of Texas, 1922-23; French and Spanish Instructor, University of Washington, 1924-25; French and Spanish department at Humboldt since 1925.

FALKENBERG, FRED P.

Physical Education.

A. B., University of Illinois, 1902; graduate work, University of Illinois. Assistant baseball coach, University of Illinois. At Humboldt since 1925.

GRAVES, C. EDWARD

Librarian, Recreational Reading.

A. B., Wesleyan, 1908; New York State Library School, 1911-1913; instructor Wesleyan University 1909-1911; with University of Illinois library, 1914-1917; librarian, Minnesota Historical Society, 1917-1920. Member Phi Beta Kappa. At Humboldt since 1924.

HERRON, LAURA E.

Physical Education.

A. B., Stanford University, 1914; A. M., University of California, 1916; Graduate work at Stanford and University of California. Instructor Oakland Playground and Recreation Department, 1914-1915; Assistant Women's Department of Physical Education, Stanford University, 1916; Eight years experience as teacher of Physical Education and Science in California High Schools, 1916-1924; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-25. At Humboldt since 1925.

HICKLIN, MAURICE

English, Journalism.

A. B., University of Missouri, 1909; B. J., School of Journalism, University of Missouri, 1915; A. M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; instructor, St. John's Military School, Salina, Kansas, 1911-12; instructor, and commandant of cadets at St. John's 1918-20; instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925. Military service, 1916. Six years practical journalistic experience. At Humboldt since 1925.

HOLLISTER, FREDERIC M.

Social Science, Education.

A. B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A. M., Columbia University, New York, 1926. Post graduate student Summer Session Stanford University, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School, and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

JENKINS, HORACE R.

Industrial Arts.

Graduate of Central State Teachers College, Oklahoma, four years Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three years Art and Shop Course, 1907; Graduate study at Oswego State Normal School, University of Chicago, Columbia University, University of California, Stanford University. Summer Session, Oregon Agricultural College, 1925. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years of experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma, and California. Two years of practical experience in the trades and industries. Three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

LITTLE, STELLA SANKEY

Art.

A. B., Stanford University, 1913; Advanced work at Stanford and the University of California summer sessions of 1906, 1908, and 1911. Study of Masterpieces in Art in various Art Galleries of Europe, 1910. Art instructor in Miss Harker's School for Girls, 1904-1906; Assistant Instructor in Art, San Jose State Teachers College, Summers of 1904 and 1905; Art instructor and supervisor in high school and grades, Colton, California, 1906-1912. Instructor in Art at Stanford University, 1913-1914. At Humboldt since June, 1925.

OSTRANDER, ANNIE MARIE CLARKE

Music.

Graduate, Los Angeles Polytechnic High School 1910, having specialized in Music, Art, and Domestic Science. Attended sessions, University of Southern California and University of California, Southern Branch, 1917 to 1922. Supervisor Domestic Science and Art, Venice, California, 1910-1914; Supervisor Arts and Crafts, San Diego City Schools, 1914-1916; Supervisor Music, San Diego City Schools, 1916-1917; Supervisor Music and Art, Needles, California, 1916-1918; Supervisor Music, Redlands, 1918-1921; Supervisor Music, San Diego, 1921-1924. Member, faculty University of Southern California, summer 1923; San Francisco State Teachers College, summer of 1924 and 1925; University of Southern California Extension Courses 1922-23 and University of California Extension Courses, 1923-24. Author of "Practical Hints of Class Room Music Teaching" and "Creative Music Education."

POULTNEY, ROBERT H.

Biology, Nature Study.

B. S., Cornell University; M. S., Utah Agricultural College; graduate work at the University of California. Five years teaching experience, Rutgers College, New Jersey; five years as Head of the Department of Biology and Nature Study at the Idaho Technical Institute, Pocatello, Idaho. At Humboldt since-1925.

SCHUSSMAN, LEO GEORGE

Head of Department of Education, Psychology.

Graduate of Oshkosh Normal School, 1900; Ph. B., University of Chicago, 1912; A. M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, principal Outagamie County Normal School. Member of Phi Delta Kappa. At Humboldt since 1924.

STANLEY, GRACE CHANDLER

Dean of Women and Supervisor of Primary Grades.

A. B., Stanford University, 1903; County Superintendent of Schools, San Bernardino County, California, 1915-1922; Instructor Pomona College and Chaffey Junior College, 1922; Commissioner of Elementary Schools, State of California, 1923-25. At Humboldt since 1925.

STEVENS, EDNA M.

Assistant in Education.

Graduate of St. Cloud State Teachers College, 1910; graduate Humboldt State Teachers College, 1924; University of California summer session of 1925. Four years experience as a teacher in Minnesota; four years experience as teacher and principal in the schools of Michigan. At Humboldt since 1924.

WHEELER, HORACE EDWARD

Science, Mathematics.

A. B., Stanford University, 1921; A. M., Stanford University, 1924; Teaching assistant in Applied Mathematics, Stanford University, 1921-22; instructor in science, Pomona High School, 1922-1923; Modoc Union High School, 1923-24. Member Phi Beta Kappa, Phi Lambda Epsilon. At Humboldt since 1924.

WOOD, WALTER N.

Orchestra.

Orchestra and Band Instruments, Violin and Theory Preparation. Pupil of J. R. Murdock, Woodstock, Vermont. Pupil of A. E. Ordway (Staats Sextette), Boston, Massachusetts. Pupil of H. C. French (Tremont Theater) Boston, Massachusetts. Pupil of Sol. Jaros, New York. Pupil of Glenn Brown, Woodstock, Vermont, and Boston Massachusetts. Pupil of Nikolai Paulsen, Boston, Massachusetts. First Violin, Verdi Orchestra, Boston, Massachusetts, 1898-1900. John Flocktra, Director. Director Woodstock, Vermont, Opera House Orchestra, 1900-1901. First cornet, Iowa State Band, Mt. Pleasant, Iowa, P. V. Olker, Director, 1901-1902. Instructor of Music, Fort Bragg, California, High School, six years; Instructor of Music, Humboldt State Normal School, 1921-1922; Instructor of Music, Arcata Union High School and Humboldt State Teachers College since 1922.

WOODCOCK, JESSIE TURNER

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

Special Appointments for Summer Session.**BAISDEN, LEO B.****Education.**

A. B., University of Washington, 1916; Graduate Student in Education, University of Washington and Stanford University. High School Instructor 1911 to 1917; Elementary principal, Seattle, Washington, 1917-1922; High School Principal, Everett, Washington, 1922-1925; Superintendent of Schools, Longview, Washington, Member of Phi Delta Kappa. President, Seattle Principals' Association, 1920-21. One of the founders of the National Association of Elementary Principals.

CASS, GEORGE T.

B. S., Pittsburg State Teachers College, 1915; graduate work, Kansas University, University of California. Two years experience as a rural school teacher; fourteen years experience in administration of elementary high schools. Special supervisor in Santa Clara County 1922.

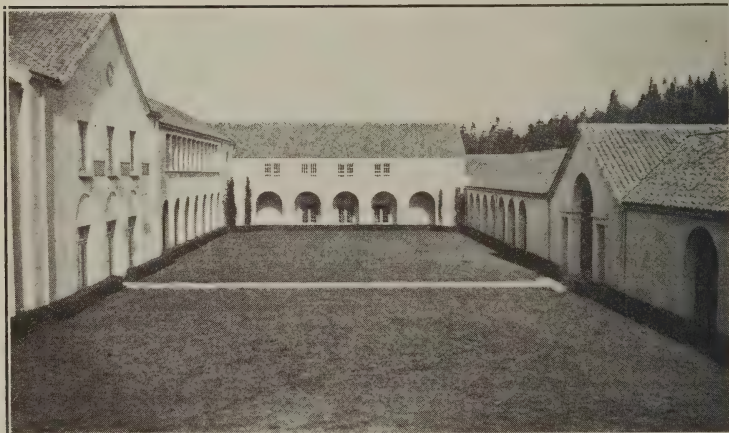
KAUGHAN, MRS. F. L.**Nutrition.**

Student, University of California regular session 1920; Summer sessions 1922-23; under Doctors L. B. Mendell and E. V. McCollum. Special and Extension Courses, 1920, 1922, 1925. Teaching and lecture privileges from California State Board of Education. Experience: School lunch work, Berkeley, 1919; School Lunch Advisory Committee, 1920 to date. California Dairy Council Nutritionist, Northern Section of State, 1920 to date. Summer Nutrition Camp, Contra Costa County, 1925.





West Facade.



The Inner Court.

GENERAL INFORMATION.

THE TEACHERS COLLEGE.

The purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to give them a social and cultural education that will lead to good citizenship and a wide enjoyment of life. The presence of little children in the training school keeps uppermost in the student's mind the central purpose of the college. It is highly desirable that prospective teachers plan to spend all three years of the teacher training course in an atmosphere devoted to professional ideals.

THE JUNIOR COLLEGE.

The work of the Junior College covers the first two years of the liberal arts college beyond the high school and leads to a certificate which is accepted for full credit in the foremost colleges and universities of the state. It aims to train the student thoroughly in the fundamental subjects necessary for successful continuance of college work in a higher institution.

The Humboldt Junior College because of its relatively small classes offers many distinct advantages. The smaller class group provides the opportunity for each student to develop his individuality and begin without loss of time the necessary adjustment of his own tendencies and abilities in terms of the work of the college.

Junior students are a part of the regular student body of the college and entitled to equal rights and privileges in all matters of self-government or college work and activities.

SUMMER SESSION.

The 1926 Summer Session of six weeks will be held from June 21 to July 30, inclusive. Its purpose is to meet the needs of:

(a) Students of the regular sessions who wish to complete their courses in a shorter time.

(b) Properly recommended high school graduates who are prepared to enter the Teachers College or Junior College.

(c) Teachers who are candidates for the elementary

teachers' credential issued by the California State Board of Education and who wish to earn the six units of professional training required in a California teacher training institution.

(d) Teachers or principals who are candidates for the elementary or Junior High School administration or supervision credential issued by the California State Board of Education.

(e) Teachers who desire the stimulus of advanced professional courses in education and contact with other progressive teachers.

(f) Teachers who wish to combine study and recreation for a six-weeks period in one of the most beautiful sections of California.

Practice teaching facilities will be provided for teachers who need practice teaching credit to meet State Board requirements.

Reduced round trip excursion rates are available on the Northwestern Pacific Railway and connecting lines and on the Redwood Highway stages. Ask your local railway agent for complete information.

Humboldt has summer conditions ideal for study and a scenic environment unsurpassed in California. For special description of recreational opportunities see later pages of this announcement.

TEACHERS FROM OTHER STATES.

Teachers from other states desiring to teach in California, and with training equivalent to that required of California teachers, may receive from the State Board of Education credentials permitting them to teach in California for one year. Renewal of such credentials is usually conditioned on receiving six units of further training in a California teacher training institution.

The subjects generally required for renewals are to be found in the following list: Public Education in California (School Law), United States Constitution, Principles of Elementary Education, Education for Citizenship (Civic Education).

These courses are given by the Humboldt State Teachers College both in the regular and summer sessions.

Teachers from other states with less training than that required of California teachers and who desire to teach in California should plan to enter a California teacher training institution and earn a teaching diploma. Information concerning advanced standing at Humboldt is given under admission requirements in this bulletin.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF EDUCATION.

Each applicant for the School Administration Credential must verify:

1. That he holds a valid teachers' Certificate or Life Diploma of general elementary, general junior high school, or general secondary grade issued by the school authorities of California.

2. That he has had not less than seventeen (17) months of successful teaching experience in public schools.

3. That he has completed not less than fifteen (15) semester-hours of collegiate work in school administration subjects, in addition to the minimum requirements in education for the highest grade of general teachers' certificate held, which shall be distributed as follows:

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

- (1) School Administration and Supervision.
- (2) Growth and Development of the Child.
- (3) Philosophy of Education.
- (4) Educational Tests and Measurements.
- (5) History of Education in the United States.

(b) Five (5) semester-hours may be selected from the following courses:

- (1) The Work of an Elementary School Principal.
- (2) Problems of Supervision.
- (3) Rural Education.
- (4) The Elementary School Curriculum.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION.

Each applicant for the School Supervision Credential must verify:

1. That he holds a valid teachers' Certificate of regular or special type.

2. That he has had not less than seventeen (17) months of successful teaching experience in the subject, or subjects, in which the School Supervision Credential is desired.

3. That he has completed the following requirements in school supervision subjects, in addition to the minimum

requirements in professional courses in education for the highest grade of teachers' Certificate held, in accordance with the class specified:

Class A—General Supervision.

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

- (1) School Organization and Supervision.
- (2) Growth and Development of the Child.
- (3) Philosophy of Education.
- (4) History of Education in the United States.
- (5) Educational Tests and Measurements.
- (6) The Curriculum.

(b) Five (5) semester-hours selected from the following group:

- (1) Rural Education.
- (2) Educational Sociology.
- (3) Problems of Supervision.
- (4) Modern Practice and Experiment in Education.

NOTE.—The candidate must also verify at least six semester-hours in each of two subjects selected from the following: music, art, physical education, manual arts, commerce, home-making subjects and agriculture. These courses need not be in addition to courses presented for the teachers' Certificate.

LOCATION.

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Samoa and Eureka

twinkling in the distance, the picture is especially entrancing.

The city of Arcata is a delightful place of residence. It has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, a fine theater, a good live Chamber of Commerce, Boosters' Club and Rotary Club, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. It is sometimes known as the "White City," because so many of its houses are painted that clean color. Luxuriant flower gardens are a notable feature of the home surroundings. The people are gracious and hospitable and the atmosphere of the place is altogether charming. The spirit of cooperation between the townspeople and the college is especially cordial.

A new concrete highway along the edge of the bay leads in eight miles to the city of Eureka, the metropolis of northern California, with a population of fifteen thousand. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California and Humboldt has the distinction of being the farthest west College in the United States.

CLIMATE.

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain results in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy spring-like feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song-birds from the north spend the winter here.

CAMPUS.

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. In the rear is an athletic field, with asphalt tennis court, and room for other outdoor sports. Back of that, the college owns a considerable piece of second-growth redwood forest, which is being

developed by means of trails and clearings into an attractive recreation area.

HISTORICAL.

The Humboldt State Normal School was created by an act of the 1913 session of the California legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocum, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teachers' diploma granted after September 15, 1927, will be three years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

In 1921 a Junior College was established in connection with the Teachers College. The two-year course leads to a Junior Certificate in the College of Letters and Science.

The enrollment for the last five years has shown a steady and substantial increase; for the college year ending June 31, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 275 students.

THE TRAINING SCHOOL.

Student teaching is conducted in the training school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The teacher has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity of learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

SUMMER TRAINING SCHOOL.

A special summer elementary school for directed teaching is maintained during the six weeks summer session. The children attend from nine to twelve in the morning.

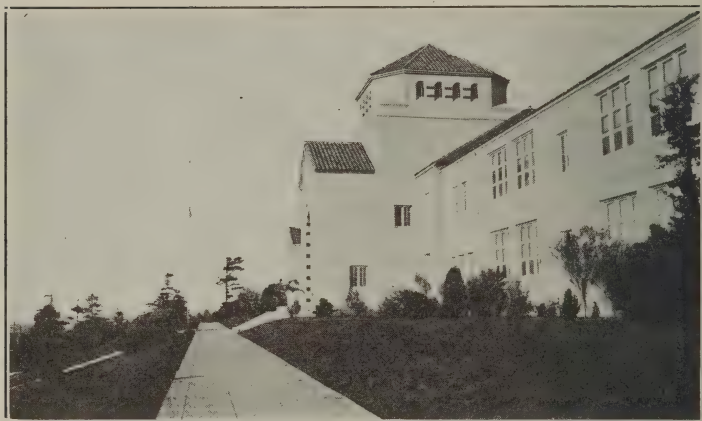
SUMMER DEMONSTRATION SCHOOL.

A special room containing the three primary grades will be taught as a demonstration room. This room will be open for observation to all summer session students.

THE LIBRARY.

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately eighty-five hundred volumes, about two thousand of which are state textbooks, furnished free by the state for the use of the teachers and students in the Training School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing to forty-three magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading-room, and a room on the mezzanine floor, 13x75 feet, at present unused, but which will soon be needed to



Looking North.



Training School Arcade.

accommodate the overflow of books from the main reading-room.

APPOINTMENT SERVICE.

An appointment bureau is maintained to perform a double service: to help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring the service of the bureau should register early in the year in which they expect to graduate.

LECTURES AND ENTERTAINMENTS.

Public assemblies of students, faculty and visitors are scheduled at least twice every week. (Tuesday and Thursday mornings.) The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers.

The College cooperates with the Arcata Chamber of Commerce in bringing to Arcata, Lyceum and Chautauqua entertainments.

THE ALUMNI.

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the college attended the banquet given in honor of the new president, and the faculty. Plans for a permanent Humboldt Alumni Association were adopted. The following are the officers for the current year: president, Hugh B. Stewart, Superintendent of Schools, Arcata; vice president, Earl Johnson, Fortuna; secretary, Mrs. Jessie Turner Woodcock, Humboldt State Teachers College, Arcata.

EXTENSION SERVICE.

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a state institution its facilities when not being specifically used for teacher training are open for the

use of the citizens of the state. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU.

A Speakers' Bureau is maintained by the College for the purpose of furnishing lecturers on educational, psychological and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the president for further information.



RECREATIONAL OPPORTUNITIES.

REDWOOD TRAIL.

The hills back of the College are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree in itself. Through this beautiful forest a trail leads from the College, up a gentle slope, the sound of singing water floating upward through the greenery on one side, and the lace-like redwood foliage carving patterns of sunshine and shadow on the banks above. For three miles or more, this Redwood Trail meanders upward, past luxuriant beds of ferns, through thickets of spruce, fir and alder, until it emerges into a clearing high up on the face of the hill. The ruins of an old lumber camp and ranch explain the existence of the clearing, and beautifully grouped clumps of spruce and fir above a carpet of green grass and many-colored flowers give a park-like appearance to this charming spot. It is an ideal objective for a tramp or a picnic trip.

REDWOOD AUTO PARK AND FICKLE HILL.

Arcata is fortunate in the possession of an unusually attractive auto park. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best equipped modern auto park, including a particularly home-like community living-room with fire-place and piano. It is located about half a mile from the college campus and is the objective of many a picnic trip. The extensive forest surrounding it, penetrated by many entrancing trails, gives plenty of opportunity for private picnic parties, undisturbed by the regular park campers. Just beyond the park, a well-graveled road leads up Fickle Hill, a two-mile climb on easy grades, offering a succession of wonderful panoramas in which Humboldt Bay holds the center of the picture. The city of Arcata in the foreground, Eureka on the opposite side of the bay, and the forest-clad hills and ocean in the distance complete an unsurpassed landscape composition. In clear atmosphere, the line of breakers can be followed for miles along the ocean beach, and ships can be sighted on the far distant horizon.

The road extends into the hills for many miles, at places passing through virgin forests. If desired, the return trip can be made by a circuitous route, past many scenic attractions.

COAST SAND DUNES.

About four miles west of the College, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle-line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blowouts," long depressions caused by the action of the wind on the less resistant sands, give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the college and the whole bay region. Many of the dunes are covered with a thick growth of flowers that like the sand.

Some of the more conspicuous varieties are the sand verbena, a creeping plant with pale-green leaves, profusely covered with bright yellow flowers; the beach aster, a hardy and showy flower with yellow center and lilac-colored rays, blossoming late into the winter; and the fig-marigold, with its curious three-sided fleshy stems and gaudy purplish-pink petals. There are several other less common varieties, such as the primrose, golden-rod, lupine and wild strawberry. A small variety of huckleberry is abundant in autumn in the wooded stretches bordering the dunes.

The sand in the dunes is rather firmly packed and is good hiking territory. Golf can also be played over a considerable portion of it. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, add to the attractiveness of the region.

TRINIDAD COAST.

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata. Here there is a County Free Auto Park with store and service station and camping facilities on the tree-fringed edge of the beach. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone Beach, a fine expanse of gently receding strand, is reached by a sharply-descending side-road. An inn,



Trinidad Coast.



Moonstone Beach.

sometimes used as a mecca for week-end excursions, is located on the beach. The bluff at the northern end of the beach rises very abruptly from the water's edge, presenting an invitation to the strenuously inclined climber.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the water, connects with an underground cavern which allows the intruding breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water along the coast, the spray of the breakers dashing over them or far up on their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life.

THE LAGOONS.

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast. There is good fishing in the lagoons in season, and many varieties of water birds may be found in the vicinity. The brown pelicans, one of California's most interesting coast birds, frequent the region in large numbers.

LUMBER CAMPS AND SAWMILLS.

Humboldt County contains some of the largest lumbering camps and sawmills in the world. Four of the largest establishments are at Crannell, Korbel, Samoa, and Scotia. Permission can usually be obtained to visit these camps and mills. Crannell is located two miles from the Redwood Highway, and thirteen miles north from Arcata. The logging camps, several miles back in the hills, can be reached by the logging railroad, but special permission must be secured from the company's office to travel over them. The work of hauling huge logs from the forest to the loading station by donkey engine and cable can usually be witnessed at any time, but the felling operations are not always being carried on, and it is well to inquire in advance, if one wishes to see that part of the work. Korbel is located twelve miles northeast of Arcata. Besides the big sawmills, there is a beautiful park just beyond the town, named Camp Bauer. Although it is owned by the lumber company, the public is allowed to use it, and many picnic parties are held there. Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata or by boat from Eureka. Scotia is situated on the Redwood Highway, forty-one miles south of Arcata. The mill here is said to be the largest saw-mill in the world.

THE REDWOOD FORESTS.

The glory of Humboldt County is its forests of redwood. It is impossible to give any adequate description of the grandeur and beauty of these forests in a few words. Next to the sequoia, or big trees, the redwoods are the largest trees in the world. The largest known specimen, found in the Bull Creek Flat, is about four hundred feet high and sixty-two feet in circumference. A whole forest of these old monsters, with their deeply ridged cinnamon brown trunks, well buttressed at the base, and the lace-like bright green foliage, shot through with the rays of the sun, makes a never-to-be-forgotten picture. The first groves on the Redwood Highway south of Arcata are to be found at Scotia. From there to Dyerville Flat and Bull Creek, about twelve miles farther south, are some of the finest groves in existence. At Orick, forty miles north of Arcata, is Russ Grove, another majestic grove, recently dedicated as a memorial to the pioneers. In Sequoia Park, Eureka's city park, a few minutes ride from the center of the city, is a fine grove of some of the smaller trees.

OTHER ATTRACTIONS.

Sequoia Park has excellent picnic facilities, and is a popular objective for trips from the college. A little rustic cabin with fireplace may be used upon application to the keeper of the park. There is an interesting zoo and duck pond at the park. At the Eureka Yacht Club, reached by a short boat trip from Eureka, is a swimming pool, which may be used on payment of a small fee by properly introduced visitors. Facilities for supper parties and dancing are also found at the club house. The Eureka Golf Club is located about five miles south of the city, and a green fee entitles visitors to the use of the grounds. Excellent fishing can be enjoyed in season in the Mad River, just a few miles north of Arcata, and in Eel River, about twenty-five miles south of Arcata.



EXPENSE.

LIVING ARRANGEMENTS.

The dormitories and cafeteria are under the supervision of the Home Economics Department. Dormitory accommodations are provided for twenty-five women and twelve men. A wholesome family spirit prevails. Room and two meals per day are available at the rate of \$24 per month. Noon lunch can be had at the college cafeteria. Dormitory students furnish all bedding, including mattress protector, and towels. The cost of board and room in private homes ranges from \$25 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

FEES.

Regular semester registration fee.....	\$1 50
Summer session registration fee.....	10 00
Late registration fee.....	2 00
Repetition of English A course.....	10 00
Diploma fee at graduation.....	2 75
Student body fee per semester.....	3 00
Summer session lecture fund.....	1 00

SELF HELP.

Opportunities for part time employment are often available for young women who are able to assist in housework or in the care of children. The policy of student employment is followed in the college in janitorial, clerical, and cafeteria assistants.

LOAN FUND.

A small loan fund is at the disposal of the college to assist worthy students, enrolled in the three-year professional course, to meet their necessary expenses. Applications for loans should be made to the President.

BOOKSTORE.

The College conducts a cooperative bookstore which handles, without profit, all college text books and supplies.

ADMINISTRATION.

MARKING SYSTEM.

A five-point marking system is used with A, B, C, or D, indicating a passing grade and minus (—) meaning failure. Plus (+) means passed without defining grade; plus-minus ($\pm$), conditioned; inc., incomplete; W, withdrawn.

Of the passing grade D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes a minus.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED.

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS.

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

COUNTS.

Work done should have both quantitative and qualitative characteristics. Quantity is represented by semester units. Quality is represented by honor points.

Counts represent a combination of quantity and quality. They are the sum of the semester units and the honor points. For example, a B mark in a two-unit subject would yield 6 counts. (2 units plus 4 honor points.)

STUDENT PROGRAMS.

Sixteen units of work constitute a full average program for a semester. According to the definition of semester unit

given above this means forty-eight hours of actual work each week.

Variation from the sixteen-unit program will be permitted only by faculty action on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of "counts." The chart given below is recommended as a guide for the student.

In order to secure credit for their work students must have their programs approved by the President. All subsequent changes in program must have similar approval.

Summer session programs are limited to six semester units.

Number of counts earned during current semester	Student load or status for following semester
48 or more	18 units
40-47	17 units
24-39	16 units
16-23	Less than 16 units
9-15	Probation
0-8	Disqualification

NOTE.—The above recommendation is based on a marking system that approximates the normal curve of distribution.

PROBATION AND DISQUALIFICATION.

Students placed on probation must earn more than fifteen counts during the probationary semester or become disqualified. Regular students who earn less than nine counts in any semester are disqualified for attendance during the succeeding semester. Application for reentrance after a semester has passed may be made to the faculty.

REPORTS.

At the end of each six-weeks period and at the end of the semester reports are given the students showing work accomplished.

PARTICIPATION IN ACTIVITIES.

Participation in extra-mural student body activities is limited to those students who are carrying at least ten units of work with passing grades and to those students who have paid their student body dues.

The grades on record at the end of each six-weeks period will govern for the succeeding six weeks.

CLASS ATTENDANCE.

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner. Any instructor with the approval of the President may exclude from his course any student who has neglected the work of the course.



EXTRA-CURRICULAR ACTIVITIES.

STUDENT SELF-GOVERNMENT.

Perhaps the most significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The term one hundred per cent self-government has been aptly used to describe the system, as the faculty retains only such authority and oversight as is necessitated by the administrative jurisdiction and general responsibility as provided by law. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities and to their country.

SOCIAL LIFE.

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body is in general charge of all social activities in the College and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students channels of self-expression through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure happiness in college life by creating opportunities for wholesome recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizenship.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining standards of proper conduct and honorable scholarship. The College

Lyceum Course and the Dramatic Club offer opportunities in the musical and dramatic fields. The College Civic Club has already proven an effective agency in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged, and special lectures, dances, class parties and various other social functions contribute to enliven and develop social relationships. The Alumni Association is ever active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with an adequate stage arrangement meets the needs of social functions and performances which the general public attend.

COLLEGE LYCEUM.

To provide an opportunity for adequate expression of musical and dramatic ability, and to acquaint the general public with the work of the College, a Lyceum Entertainment is prepared annually by the Department of Speech and Music.

In 1926 twenty of the Collegians appeared before twenty-two different audiences in Northwestern California. The season was closed with a two-hour program from Radio Station KPO, San Francisco, on April 29th.

ATHLETICS.

Mass participation rather than "class" competition is the end for which athletics is conducted at Humboldt State Teachers College: the College hopes to interest in athletics not only groups of students of all abilities but also the individual who is ordinarily barred when athletics is on a severely competitive basis. To carry out this aim the College provided equipment for various sports; it has a large outdoor field and two indoor playing courts; it encourages participation by women; by men; and, in certain sports, by both men and women together. Finally, it furnishes opportunity for men and women students to obtain experience in coaching and training pupils by offering credit courses for athletic work with the training school pupils.

For men students schedules in football, tennis, basketball, baseball, and track athletics are conducted. Student teams are equipped by the Student Body, but all coaching is under the Men's Director of Physical Education. In the fall semester football is the major sport, while an extensive basket-

ball schedule is always played during the winter months. The basketball season culminates with a yearly "big game" with the San Jose State Teachers College. During the spring semester the baseball team takes an extended trip through central California, playing college and university teams en route.

For women students there are inter-school, inter-class and individual athletics. The inter-school athletics consist principally of contests with the girls' teams of the various county high schools in basketball, baseball, tennis and track. The primary aim of this competition is to cooperate with the high schools in their efforts to develop friendly and sportsman-like athletic relations. The woman's interclass athletics include basketball, baseball, hockey, soccer, and speed ball. The school's object of "mass participation" has been attained in these interclass competitions: in basketball alone about 75 per cent of the women students participated. For the woman student, however, who is not interested in competitive sports, opportunity for individual recreation is provided in hiking, in archery, and on the small golf course, and at the indoor driving cage for golf.

An especially attractive feature in connection with athletics for women at Humboldt is the organization known as the Women's Athletic Association. Members of this organization have aroused interest in recreational sports among the college women by a system of awards for participation. Under this system points are given for making a college team, for making a class team, and for participation in the individual sports such as archery, golf, quoits, tennis, and hiking. Members of the association also assist the women's games at the College; in addition, they arrange for social functions for the women in athletics. One of the most noteworthy achievements of the women's athletic association is the annual Play Day, whereby large numbers of girls from the nearby high schools meet at the College and take part in athletic events, on a social rather than a competitive basis.

In the carrying out of its ideal of mass participation in athletics, the College has also developed a unique system in its intra-mural athletics; namely, mixed athletics in which men and women compete in such sports as tennis and volley ball on equal terms, both men and women students being on the same teams. Each year there are several mixed doubles tennis tournaments and a mixed volley ball tournament. The College authorities believe that the mixed playing promotes a spirit of camaraderie between the men and women students.



Front Entrance.

Athletics at Humboldt offer practical training to future teachers as well as promoting the ideas of recreation and camaraderie. Practically all the college sports are duplicated by the pupils in the training school maintained by the College. Special credit work is arranged for college students who have the ability for, and who wish to get experience in conducting elementary school athletics and in handling children on the playground.



TEACHERS COLLEGE.

ADMISSION AND ADVANCED STANDING.

Alternate Qualifications.

(a) Graduates of public high schools of California, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to that University, and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed may be admitted to undergraduate standing.

A high school graduate qualifying under (a) must present a recommendation from the principal of his high school on the admission form used by the University of California.

A high school graduate who hasn't the necessary number of recommended high school units for the University of California recommendation may enter the Junior College and there complete the requirement for entrance to the Teachers College. Such units earned in the Junior College are offered for Teachers College entrance and can not be accepted as part of the ninety-six unit requirement for graduation.

(b) Teachers holding valid primary, elementary, kindergarten, kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the teachers colleges of this state, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

(d) Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

(e) Graduates of junior colleges entering teachers colleges after January 1, 1925, shall be required to complete a mini-

imum of forty-two additional units of work in the teachers colleges to qualify for the general elementary or general kindergarten-primary diploma. Professional work taken during summer session may be counted toward the twenty-four semester hours of professional work in Education required for graduation.

(f) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teachers certificate, and holders of bachelors' degrees issued by American colleges and universities which are on the latest accredited list of the Carnegie Foundation, may be admitted and given such undergraduate standing as may be determined by the faculty of the college; provided, that such persons may be graduated only after completing a minimum of sixteen units of professional work in the teachers college.

(g) Persons not qualifying under any of the above regulations who have satisfied the president of the teachers college concerned that they have completed a regular four-year high school course or the equivalent, and who have passed acceptable examinations in three-fourths of the units of work required for high school graduation, may be admitted to undergraduate standing. Only the examinations given for admission to the University of California or any other institutions in California authorized by the State Board of Education to recommend applicants for the high school teachers certificate, and the examination given by the College Entrance Examination Board, shall be accepted as meeting this requirement.

(h) Persons over twenty-four years of age, not possessing the credentials prescribed above, may be admitted to undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements.

(i) Persons in the service of or honorably discharged from the service of the naval or military forces of the United States, or any auxiliary agencies recognized by the Department of War during the recent World War, who have reached the age of twenty-one years, not possessing the credentials prescribed above, may be admitted to undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the

teachers college concerned, be equivalent to any of the above requirements.

Common Qualifications.

MORAL CHARACTER.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defects which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons, who, if of proper age, would be admitted to the public schools of the state without restriction.

PHYSICAL EXAMINATION.

On entrance or whenever necessary a physical examination may be required to meet the general qualifications for admission prescribed by the State Board of Education.

ENGLISH A.

On the Saturday preceding the opening of each semester all students entering the Teachers College for the first time must take the examination in "English A." Students failing to pass this examination will be enrolled in the two-hour non-credit course in English A preparatory to trying the next examination offered in the subject.

GENERAL INFORMATION TEST.

All entering students are required to take the General Information Test. It will be scheduled at some convenient time during the first part of the semester.

FUNDAMENTALS.

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, reading, writing, arithmetic, spelling, history, geography. Students whose skill in the fundamentals are not up to a standard necessary in the ordinary functions of life may enroll in the "Opportunity Class in the Fundamentals."

The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects no college credit is given for it.

Necessity for enrolling in the "Opportunity Class" will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses;

by standard tests and measurements; by the judgment of the student at any time that he needs the work.

ADVANCED STANDING.

Advanced standing will be given to students who come from other institutions of recognized collegiate work. Every such student is required to present a certified statement of his college record, together with a statement showing in detail the basis upon which the applicant was matriculated and the preparatory subjects for which matriculation credit was given.

Holders of teachers' certificates recognized by the California State Board of Education may be admitted with advanced standing. Verified statements of successful teaching experience must be presented by the teacher.

Minimum residence requirements are as follows: 24 units for the three-year course; 32 units for the degree course.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR THREE-YEAR COURSE.

The regular three-year course prescribed in accordance with law and the regulations of the State Board of Education requires for graduation ninety-six semester units. The required subjects are marked with an *.

Lower Division.

		ART	Units
(1)	(2)*Public School Art	-----	3
		EDUCATION	
	(3)*Introduction to Education	-----	2
	(3)*Library Training	-----	1
	(3)*Silent Reading	-----	2
			5
		PSYCHOLOGY	
	*General Psychology	-----	3
	*Educational Psychology	-----	3
			6
		ENGLISH	
	*English 1A	-----	3
	*Public Speaking 1A	-----	3
	(2)*Children's Literature and Story Telling	-----	3
			9
		MUSIC	
	(2)*Sight Singing	-----	1
(1)	(2)*Public School Music	-----	2
			3
		NATURAL SCIENCE	
	Electives	-----	6
	*Elements of Geography	-----	3
	*Nature Study	-----	3
			12

PHYSICAL EDUCATION		Units
*Hygiene	-----	2
*Activities for Adults	-----	1
*Activities for Children	-----	1
*Organization of Physical Education	-----	2
		6
SOCIAL SCIENCE		
Electives	-----	6
*Economic History of the United States	-----	3
*American Government	-----	3
		12
Other Electives	-----	8
		20
Total Units	-----	64

Two groups of electives of six units each, not counting the electives included within the twelve total in Natural Science and Social Science, must be chosen from the following groups: Agriculture, Art, Biology, Chemistry, Education, English, French, Geography, History, Home Economics, Industrial Arts, Mathematics, Music, Philosophy, Physical Education, Physics, Political Science, Psychology, Spanish, Sociology.

(1) This subject may be counted as an elective in Education.

(2) This subject may be counted as an elective in its own department.

(3) Any Education units taken in lower division and exceeding a total of 24 in lower and upper division may be counted as part of the group elective in Education.

Upper Division.

EDUCATION		Units
*Methods and Curriculum	-----	3
*Practice Teaching	-----	10
*Educational Measurements	-----	3
*Objectives in Education	-----	3
*Education for Citizenship	-----	2
*Public Education in California	-----	2
ELECTIVES		
Electives	-----	9
Total Units	-----	32

NOTE.—Students graduating before September 15, 1927, may offer 76 semester units in fulfillment of requirements for the regular elementary teachers' certificate.

For the three-year course at least 24 units of work must be done in residence.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR FOUR-YEAR COURSE.

The regular four-year degree course prescribed in accordance with law and the regulations of the State Board of Educa-

tion requires for graduation 124 semester units. The required subjects are marked with an *.

Lower Division.

ART		Units
(1) (2)*Public School Art	-----	3
EDUCATION		
(3)*Introduction to Education	-----	2
(3)*Library Training	-----	1
(3)*Silent Reading	-----	2
		5
PSYCHOLOGY		
*General Psychology	-----	3
*Educational Psychology	-----	3
		6
ENGLISH		
*English 1A	-----	3
*Public Speaking 1A	-----	3
(2)*Children's Literature and Story Telling	-----	3
		9
MUSIC		
(2)*Sight Singing	-----	1
(1) (2)*Public School Music	-----	2
		3
NATURAL SCIENCE		
Electives	-----	6
*Elements of Geography	-----	3
*Nature Study	-----	3
		12
PHYSICAL EDUCATION		
*Hygiene	-----	2
*Activities for Adults	-----	1
*Activities for Children	-----	1
*Organization of Physical Education	-----	2
		6
SOCIAL SCIENCE		
Electives	-----	6
*Economic History of the United States	-----	3
*American Government	-----	3
		12
Other Electives	-----	8
		64
Total Units		64

Two groups of electives of six units each, not counting the electives included within the twelve total in Natural Science and Social Science, must be chosen from the following groups: Agriculture, Art, Biology, Chemistry, Education, English, French, Geography, History, Home Economics, Industrial Arts, Mathematics, Music, Philosophy, Physical Education, Physics, Political Science, Psychology, Spanish, Sociology.

(1) This subject may be counted as an elective in Education.

(2) This subject may be counted as an elective in its own department.

(3) Any Education units taken in lower division and exceeding a total of 24 in lower and upper division may be counted as part of the group elective in Education.

Upper Division.

EDUCATION	Units
*Methods and Curriculum -----	3
*Practice Teaching -----	10
*Educational Measurements -----	3
*Objectives in Education -----	3
*Education for Citizenship -----	2
*Public Education in California -----	2
	23
PSYCHOLOGY	
*Advanced Educational Psychology -----	3
ELECTIVES	
Electives -----	34
	60

Notes.

At least 20 of the 34 units of electives taken during the third and fourth years must consist of upper division courses. Of these the student must elect not less than eight units in each of two departments on not less than 5 units in each of three departments. Including upper and lower division courses at least 12 units must be completed in one department.

Not more than 12 units in the Education group is to be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject is to be allowed in the combined lower and upper divisions.

Students entering without two years of mathematics and two years of one foreign language must complete one year (6 units) of mathematics and one year of a foreign language (10 units).

For the degree course at least 32 units of work must be done in residence.

RECOMMENDED SEQUENCE—THREE-YEAR TEACHER TRAINING COURSE.

May 1, 1926.

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
ten Credit course					Practice Teaching	
three credit courses	General Psychology Natural Science Social Science Public School Art	Educational Psychology English 1A Natural Science Social Science	Public Speaking 1A Elements of Geography Economic History of United States Elective	Children's Literature and Story Telling Nature Study American Government Elective	Educational Measurements Methods and Curriculum	Objectives in Education Elective Elective Elective
two credit courses	Introduction to Education	Hygiene Elective	Silent Reading Public School Music	Physical Education Organization Elective		Elective Elective
one credit courses	Sight Singing Library Training					

Physical Education: Activities, twice per week, should be scheduled each semester. (One-half credit each semester.)

THE JUNIOR COLLEGE.

AIMS AND PURPOSES.

The Junior College courses are designed for four different groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Science in a college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the course leading to the junior certificate in the College of Letters and Science.

(b) Students planning to obtain a degree in a College of Applied Science or in a Professional School and who wish to do some of their lower division work at Humboldt. Such students should write to or confer with the President to learn how many semesters of work in the Junior College will be accepted in the special field in which they are planning to prepare.

(c) Students who are working for the Two-Year Diploma issued by the State Board of Education to Junior College graduates.

(d) Special students enrolled for particular courses only.

ADMISSION REQUIREMENTS.

Alternate Qualifications.

For admission to the Junior Certificate Course in the Junior College the applicant must present evidence of graduation from an accredited four-year high school and a recommendation from the principal of his high school on the admission form used by the University of California.

Graduates of four-year high schools who have not met the full requirements for university matriculation may be received and enrolled in courses they are prepared to take.

Common Qualifications.

PHYSICAL EXAMINATIONS.

On entrance or whenever necessary a physical examination may be required to meet the general qualifications for admission prescribed by the State Board of Education.

ENGLISH A.

On the Saturday preceding the opening of each semester all entering Junior College students must take the examination in "English A." Students failing to pass this examination

will be enrolled in the two-hour non-credit course in English A preparatory to trying the next examination offered in the subject.

GENERAL INFORMATION TEST.

All entering students are required to take the General Information Test. It will be scheduled at some convenient time during the first of the semester.

Junior Certificate Curriculum.

The requirements for the Junior Certificate in the College of Letters and Science are sixty-four units of college work including the following:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language, 15 units in not more than two languages. (Each year of high school work in a foreign language will counts 3 units towards this requirement.)

(c) Mathematics; Elementary Algebra and Geometry.

(d) Natural Science; 12 units from Biology, Physics, Chemistry. (A year's work in high school Chemistry or high school Physics wil count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

* (1) English, Public Speaking.

(2) Foreign Language (additional to b.)

(3) Mathematics (additional to c.)

* (4) Economics, History, Political Science.

(5) Philosophy, Logic.

NOTE.—It is recommended that the student choose two of his year courses from (1) and (2).

Junior College Diploma.

The requirements for Junior College Diploma issued by the State Board of Education are sixty-four units, distributed as follows:

	Units
English A -----	6
English -----	6
Physical Education -----	4
Social Science -----	6
Science and Mathematics -----	6
Additional—an arrangement of courses showing twenty hours of work in one department -----	20
Electives -----	22
	64

Recommended Sequence of Junior College Subjects.

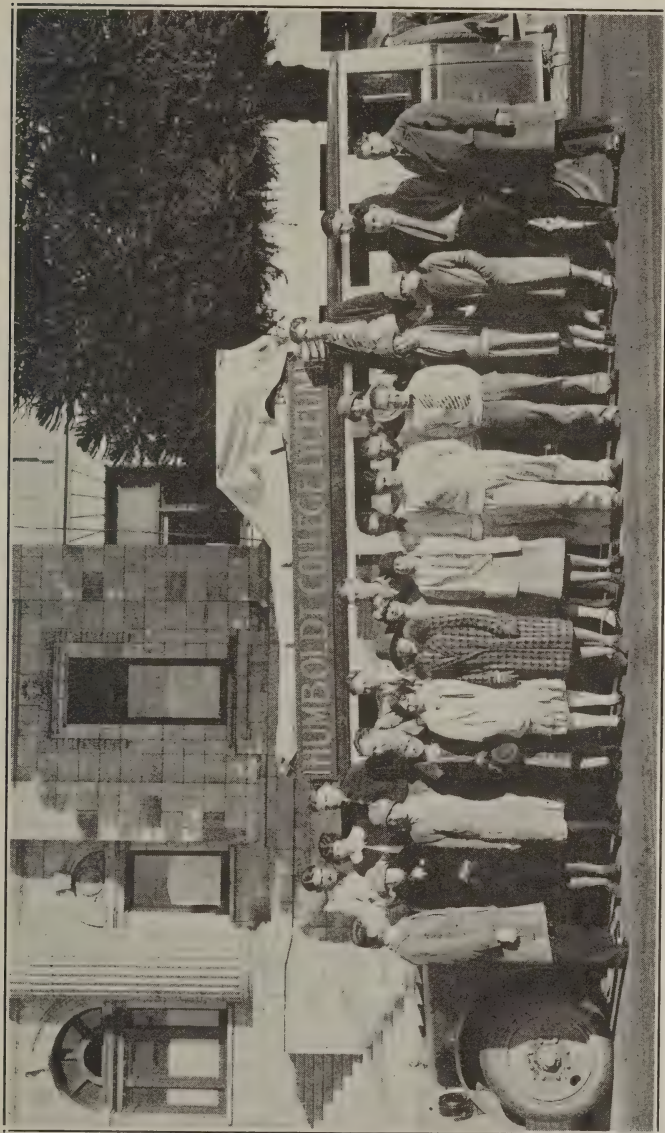
FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English A -----	0	English 1A -----	3
Biology 1A -----	3	Biology 1B -----	3
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Economics 1A -----	3	Economics 1B -----	3
European History 4A -----	3	European History 4B -----	3
Mathematics 3A -----	3	Mathematics 3B -----	3
Hygiene -----	2	General Psychology -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1B -----	3	Public Speaking 1A -----	3
Chemistry 1A -----	5	Chemistry 1B -----	5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Political Science 1A -----	3	Political Science 1B -----	3
History Americas 8A -----	3	History Americas 8B -----	3
Mathematics 4A -----	3	Mathematics 4B -----	3
Logic 1A -----	3	Logic 1B -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts.



Humboldt Collegians.

COURSES OF INSTRUCTION.

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99 inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division. Or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199 inclusive.

Summer Session Courses are so indicated at the end of the description of the course.

The abbreviation d.h.r. means days and hours to be arranged with the instructor.

ART.

1. *PUBLIC SCHOOL ART.

This course is designed to aid prospective teachers in elementary instruction and also to furnish a good foundation for further art study. It aims to develop the power of observation and appreciation of beauty in school surroundings, in pictures and in nature; second to gain fundamental facts about form, color and design. Emphasis is placed upon first getting the idea to express, then representing it on paper, or the drawing.

Three units, three one-hour periods per week. (Summer session, two units.)

2. ELEMENTARY HANDWORK.

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving using paper, reed, raffia and pine needles is emphasized.

Two units, two one-hour periods per week. (Summer session, two units.)

3. ART APPRECIATION.

The development of pictorial art, sculpture, and architecture from the earliest time to the present forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of the principles of artistic composition.

Two units, two one-hour periods per week. (Summer session, two units.)

4. BASKETRY.

This course includes the use of basketry materials in braided, knotted and woven work.

One or two units, d.h.r.

5. DESIGN.

A study of the elements and principles of art structure fundamental to further art work. Making original designs and learning color theory and harmonies by applying them to the patterns designed.

Two units, two one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Two units, two two-hour periods per week.

7. MECHANICAL PERSPECTIVE.

Drawing of buildings and landscape settings. Mechanical application of direction of lighting and position of shadows. Projection of buildings into perspective views of different angles.

Two units, two one-hour periods per week.

101. ADVANCED FREEHAND DRAWING AND PAINTING.

First principles of figure, pose or action drawing combined with landscape perspective study. Special emphasis being placed on composition of picture.

Two units, two one-hour periods per week.

102. APPLIED DESIGN.

Advanced problems in original designs suitable for industrial uses: such as block print and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses.

Two or three units, d.h.r.

103. CRAFTS.

Textile decorations by use of batik, block prints, stencils and dyeing. Leather tooled projects, such as card cases, purses, book covers in simple hand sewed construction.

One or two units, d.h.r.

EDUCATION AND PSYCHOLOGY.

1. *GENERAL PSYCHOLOGY.

This course comprises a study of the facts relating to the physical basis of mind, the nature of the mental process, and the laws governing mental action, together with a study of the resulting behavior. The formation of correct study habits on the part of the students themselves is emphasized. Through self-observation of the ordinary mental experiences of the individual as supplementary to the material of the text and lectures, the work is supplemented in terms of the personal experience of the student thus enabling him better to understand the fundamental principles underlying human behavior.

Three units, three one-hour periods per week.

2. *EDUCATIONAL PSYCHOLOGY.

Following General Psychology this course embraces the study of the basic facts and principles of mental activity and applies them to the specific problems of teaching. The capabilities of the child as an individual are studied in the light of the general facts of psychological

procedure with special emphasis on the laws of learning and of habit formation. Pedagogical problems are given practical application through the study of the individual child under actual schoolroom conditions.

Three units, three one-hour periods per week.

101. ADVANCED EDUCATIONAL PSYCHOLOGY.

This course includes an intensive study, with some experimentation, of the nature of learning including capacity to learn and the laws of the learning process. The work will also emphasize the training of children who vary from the normal in mental ability.

Prerequisites: General Psychology and Introductory Educational Psychology.

Three units, three hours per week.

3. *INTRODUCTION TO EDUCATION.

The purpose of this course is to set before the student the opportunities and problems of the teaching profession and to help him to understand the part education plays in modern society. As it is introductory to all the other courses in this department it should be taken the first semester after entrance.

Two units, two one-hour periods per week. (Summer session, two units.)

4. *LIBRARY TRAINING.

Instruction, classroom discussion, and problems in (1) the use of libraries; (2) the organization of libraries and the various technical processes of library work, with special emphasis on school libraries.

One unit, one one-hour period per week. (Summer session, one unit.)

5. *SILENT READING.

Silent reading is the basic activity of all elementary education. All school work involves reading in study of some type and is thus fundamentally dependent upon the ability of the child to grasp speedily and comprehensively the full meaning of the material he reads by himself. Since practically every other school activity depends upon the ability of the child to read silently and intelligently, this course aims to give the prospective teacher the orientation, the understanding and the appreciation of its value as a most important factor in the success of the child in all school work, and also provide the working knowledge of the mechanism and the mental processes involved in silent reading.

Two units, two one-hour periods per week. (Summer session, two units.)

101. *CURRICULUM AND METHODS.

The outstanding feature of this course is the establishment of the basic principles which determine the nature and scope of the subject matter to be taught in the schools and also those which underlie all teaching procedure as interpreted in the specific terms of the particular subject and the individual pupil to be taught. The study of the curriculum and of methods finds its highest value in application to the problems of individual creative education in which each child is given the opportunity to work out his own progress under the intelligent stimulation of the teacher and the school. *Subject matter* is emphasized as the material, while *method* is the educational procedure necessary to provide the learning conditions which will secure the natural initiative and the creative activity of each individual pupil.

Three units, three one-hour periods per week.

102. *PRACTICE TEACHING.

Efficiency in teaching can only be attained through the right kind of practice. This requires concentration on the problems involving the child taught rather than upon the subject matter as an end in itself. It involves the necessity of working under school conditions as they are. This course aims to provide the practical opportunities necessary to interpret the material of instruction in terms of the individual needs of the pupil under trained supervision.

Upper division course, ten units, five half days per week for one semester. (Summer session, four units.)

103. *EDUCATIONAL MEASUREMENTS.

This course is taken simultaneously with practice teaching, thus providing the opportunity for practical application of principles and procedures involved under actual teaching conditions. Its main purpose is to place before the student the salient principles and fundamental processes involved in the practical use of standard tests in elementary school work. Various types of achievement tests are studied and a distinct effort is made to interpret the testing procedure according to the limitations and special problems of the small school system and to utilize it in diagnostic and remedial work. A study of the nature of intelligence tests of both group and individual types used in the placement and individual consideration of pupils form an important part of the work. Statistical computation and representation is limited to that necessary for recording and properly interpreting results.

Three units, three one-hour periods per week. (Summer session, two units.)

104. *PRINCIPLES OF EDUCATION. (Objectives in Education.)

The two main objectives in this course are first, the interpretation of life values and purposes as embodied in social relationships, history, literature, and the arts; and second, life contacts as determined by science. It embraces the meaning of experienced learning, teaching, method, and other phases of educational procedure as interpreted in terms of changing conceptions in goals in education. This course consists of the study of the important problems involved in educational publicity together with practical application of the basic principles which must be understood to secure this necessary cooperative contact in order that both the schools and the public may progress together.

Three units, three one-hour periods per week. (Summer session course, two units.)

105. *EDUCATION FOR CITIZENSHIP. (Civic Education.)

The purpose of this course is two-fold, to define the nature and scope of citizenship in its bearing on the individual as a member of the social unit, and to provide the prospective teacher with the concepts and methods necessary to present properly the facts and principles of good citizenship to the children in the schools. Actual problems arising from the social needs of the school are taken as a basis of the work. This practical application brings each student into actual contact with the fundamental problems involved in the fact of citizenship. From the school group to the community and the state are logical steps.

Two units, two one-hour periods per week. (Summer session, two units.)

106. *PUBLIC EDUCATION IN CALIFORNIA. (School Law.)

A study of the structure, organization, and administration of the California school system, as given in the School Law of the State, and as interpreted by the rulings of the State Board of Education, the Attorney General, and the California courts. Intended to give to prospective teachers a conception of the historical development and the main features of the California school system.

Two units, two one-hour periods per week. (Summer session, two units.)

110. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular attention is given to the problem of individual differences and to the articulation of the elementary and secondary schools.

(Summer session, two units.)

115. PRIMARY METHODS.

This course deals with improved methods of teaching the fundamental subjects in the primary grades and showing their application in concrete situations. Readings, reports, observation in the Demonstration School, and discussions will be required.

(Summer session, two units.)

120. SCHOOL ADMINISTRATION AND SUPERVISION.

An introductory course dealing with the main problems of supervision and administration of elementary and junior high schools.

(Summer session, two units.)

121. THE GROWTH AND DEVELOPMENT OF THE CHILD.

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps.

Two units, two one-hour periods per week. (Summer session, two units.)

122. HISTORY OF EDUCATION IN THE UNITED STATES.

A study of the evolution of the American Public School System, including a study of the vital forces which have shaped our current educational ideals and practices.

(Summer session, two units.)

123. THE ELEMENTARY SCHOOL CURRICULUM.

A study of the principles involved in the construction of the curriculum of the elementary school, including the underlying educational philosophy and social background of the various subjects. Discussions of recent surveys and investigations in this field and some practical problems in the organization of model curricula.

(Summer session, two units.)

124. PHILOSOPHY OF EDUCATION.

This course will be a study of our educational system as one of the agencies created by the American people to perpetuate and accelerate our progressive civilization.

(Summer session, two units.)

125. THE PRINCIPAL AND HIS SCHOOL.

A practical course dealing with the various phases of the administration and supervision of a modern elementary school, including the organization of the school, classification of pupils, supervision of instruction, and problems of faculty, student and community relationships.

(Summer session, two units.)

126. PROBLEMS OF SUPERVISION.

This course deals with the development of supervision and with its aims as they have been stated from time to time, with special emphasis on the point of view of the present, and on the technique for their realization. School organization, outlines of subject matter, lesson plans, conferences, testing, programs both for children and teachers, teaching methods and their place in a progressive system will be carefully analyzed. The course will center about the conception of the teacher as the most important single factor of the school system, and the development of the personality of the teacher as the chief concern of the supervisor.

(Summer session, two units.)

127. RURAL EDUCATION.

The institutions, organizations, and conditions of rural communities throughout the United States and especially in California will be stressed. The rural school as the integrating factor in rural life will be placed in its proper perspective. The teacher as an exponent of the larger vision of the country in its economic, intellectual, and social relations to the urban communities will be specially emphasized. In the discussion of the curriculum, organization and methods of rural schools, attention will be given to the opportunity of rural teachers to assume a position of leadership in educational thought and practice in the state.

(Summer session, two units.)

128. EXPERIMENTAL SCHOOLS.

This is a course covering modern experimental schools, including the work of teachers colleges, normal schools, public and private schools in both Europe and America. The method of approach will be first to make a study of the educational principles upon which the experiment is founded, to check the practice described to see how nearly it conforms to the principles set forth, with a final evaluation of the experiment from the standpoint of the soundness of the principle, the feasibility of the practice, and the contribution to educational thought.

(Summer session, two units.)

129. EDUCATIONAL SOCIOLOGY.

A study of education in its social aspects—that is, from the standpoint of its alignment with valid purposes in life, is made in this course. Just as educational psychology aims to show how education should be adjusted to the needs of the individual, so this course aims to show how education should be adjusted to the needs of society. To this end, it attempts to analyze the methods by which the objectives of school education can be scientifically determined, to test these objectives by the

principle of their relative contribution to social well-being, and to enable the future teacher or school administrator to think of education in terms of preparation of abilities for meeting the specific needs of group life. (Summer session, two units.)

ENGLISH AND SPEECH.

*ENGLISH A.

English A is a review of English fundamentals—grammar, diction, spelling, punctuation, sentence structure—with some theme organization. This course is required of all students who do not pass the Subject A examination. Two one-hour periods per week. No College credit.

(Summer session.)

1A. *ENGLISH COMPOSITION.

Training in practical expository writing is the aim of this course. Emphasis is placed on collecting material, on arranging this material in logical form, and on presenting it in clear, idiomatic English as if for possible publication. English 1A is required of all Teachers College students. Prerequisite: English A or the passing of the Subject A examination.

Three units, three one-hour periods per week. (Summer session, two units.)

1B. ENGLISH COMPOSITION.

English 1B is a literature and composition course. Practice is given in the writing of narration and description, and a study is made of examples of different types of literature. Prerequisite: English 1A.

Three units, three one-hour periods per week.

5. NEWS WRITING.

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements. Prerequisite: English 1A, except by special permission.

Two units, two one-hour periods per week. (Summer session, two units.)

20. *CHILDREN'S LITERATURE AND STORY TELLING.

The basic consideration in this course is in terms of the needs and the interests of the child. We read widely from Children's Literature and endeavor to develop some standards of judgment in the selection of stories for children of various ages. The technique of story telling and of dramatization is studied and actual practice is gained through telling stories and dramatizing them with the children who are brought into the class from the training school. The course is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week. (Summer session, two units.)

30. RECREATIONAL READING.

The purpose of this course is to introduce the student pleasurably to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by

silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

One unit, two one-hour periods per week. (Summer session, one unit.)

56A. SURVEY OF ENGLISH LITERATURE.

The beginnings of English language and literature and the main aspects of their development down to the Elizabethan Age are studied.

Three units, three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

This course embraces the leading movements in the development of English literature from Ben Jonson to present day writers, including a brief survey of American literature in its relation to the history of English literature.

Three units, three one-hour periods per week.

1A. *PUBLIC SPEAKING.

This is an introductory study of the fundamentals of speech. It is essentially a practice course for the purpose of developing in the student the ability to appear before an audience and express himself in a pleasing and convincing manner. There is a minimum of theory and a maximum of actual practice in speech making. Many brief, original talks are made on topics of the day. Public Speaking 1A is a prerequisite for all other speech courses. The class is open to all students who have completed English 1A.

Three units, three one-hour periods per week. (Summer session, two units.)

1B. PUBLIC SPEAKING.

This course is a continuation of 1A, and is also a practice course where "we learn to do by doing." A more thorough study is made of the purposes of speeches and of the specific demands of an audience upon the speaker. Our aim is to develop both skill in organizing ideas, and skill in the technique of delivery. The class is open to students who have completed 1A.

Three units, three one-hour periods per week.

10. LITERARY INTERPRETATION.

The purpose of this course is three-fold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, and use of action and business, general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature. Open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

25A. DRAMATIC ACTIVITIES.

Students may obtain special training and practice in dramatics by taking part in plays. Frequently, play casts are chosen from the college student body to prepare and present plays for assembly and public

presentation. On statement of the instructor that fifty-four hours of satisfactory work have been completed, one unit of credit will be granted.

101. PLAY PRODUCTION AND ACTING.

Here we have a practical laboratory course calculated to prepare students to direct dramatic activities in schools and communities. By the use of mimeographed copies of a number of selected plays, much actual work is done in blocking out and directing plays for presentation. Each student also takes part in one or more plays. Scenery, lighting, costuming and make-up are studied as they are needed in producing the plays. The organization and duties of the producing staff are learned. The class is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

(Summer session, two units.)

110. THE TEACHING OF SPEECH.

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: a comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature, Extemporaneous Speaking, Argumentation, Debate, and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one more advanced speech course.

Two units, two one-hour periods per week.

HOME MAKING.

1. FIRST PRINCIPLES OF CLOTHING.

A brief study of textiles with textile tests, simple drafting. The making of underclothing, and simple outer garments. Emphasis is laid upon suitability as to material, color and design, and upon the care of clothing.

Three units, three two-hour periods per week. (Summer session, two units.)

2. ADVANCED CLOTHING.

General consideration of the economic problems in clothing production; some work in costume designing; practice in the making of wool and silk garments and children's dresses. The aim is greater independence, originality, and skill in handling different materials. Prerequisite: Clothing I.

Three units, three two-hour periods per week.

3. COSTUME DESIGN.

A study of line, color and textiles in relation to costume for different types, occasions, and seasons.

Two units, two one-hour periods per week.

4. MILLINERY.

A course dealing with the selection of the ready-made hat, the making of simple buckram and wire frames, the choice of materials, and making of different types of hats and ornaments, also the renovation of old hats will be offered.

Two units, two two-hour periods per week.

5. HOME MANAGEMENT.

The systematic planning of the daily and weekly routine. The cost of materials and labor involved in furnishing and maintaining a home. Budgets, methods of saving, study of labor-saving apparatus, and arrangement. Study of social and economic needs of the family.

Three units, three one-hour periods per week.

6. ELEMENTARY NUTRITION AND DIETETICS.

Non-technical discussions of adequate diet and the principles involved in cooking processes and nutritive value of foods. Discussion of digestion and metabolism. Problems and application of these principles to the study of practical dietaries for individuals or groups.

Three units, three two-hour periods per week. (Summer session, two units.)

7. COMMUNITY HOME ECONOMICS.

Study of food classes. Diets for school-age children. Menus as to food balance for children, kinds of foods, cost, combinations and amount. Typed menus for possible social occasions of school. Study of methods of handling the school lunch problem.

Clothing from standpoint of both teacher and child, its hygiene, selection, care and repair. Posture in its relation to the daily tasks of teacher and child.

Two units, two one-hour periods per week. (Summer session, two units.)

101. HOME PLANNING, DECORATION AND FURNISHING.

A study of the development of the house. Various types of houses, house plans, and building materials. The making of house plans. The heating, lighting and ventilation of the house. Color and design in relation to the decoration of the house. The furnishing of the house; labor saving devices; simple landscape gardening. This course is offered by the art, manual training, and home economics departments cooperating.

Three units, three one-hour periods per week.

INDUSTRIAL ARTS.

1. ELEMENTARY WOODWORK.

This course is intended for those students who have never before had any experience with woodworking tools and who wish to take away with them some knowledge of the subject. The general principles of the work will be covered and one or two pieces made.

One unit, one two-hour period per week.

5. POTTERY.

This course gives a practical training in an age old industry, and at the same time opens up to the teacher a wealth of material for hand-work.

All of the processes are taken up, from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay

from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three units, two or three two-hour periods per week.

7. MECHANICAL DRAWING.

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two units, two two-hour periods per week.

10. HOUSE PLANNING AND PERSPECTIVE DRAWING.

Students who are interested in a home or a school will find this course very valuable. It is given with the hope of aiding in the betterment of American homes, or "The Home Beautiful." It is true that the life within the home is what makes a home a home; however, a well planned, convenient home, with attractive grounds, may help to make that life possible.

Thus the house is studied from the point of view of convenience, service, beauty, and cost of construction. Grounds are planned and laid off and houses located. The demands of good school buildings of an elementary type are studied.

Three units, three one-hour periods per week.

12. METAL ARTS.

Metal arts is quite often classified under "Hammered Copper Work and Jewelry," and is a course in which the student's ability will govern whether the course is to be elementary or advanced. Making of bowls, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Two units, two two-hour periods per week.

14. HOME MECHANICS.

This course is planned to meet a two-fold purpose. First, to give a student of a technical nature an opportunity to work out in practice the laws which he studies in applied physics; and second, to give prospective teachers that practical experience which will enable them to understand, maintain and repair the common electrical and mechanical devices used about the home. The course will consist of the following general subjects: elements of concrete work and masonry as applied to walls, foundations, and fireplaces, principles in wood construction; painting; kalsomining; plumbing; simple soldering and sheet metal work; elementary electricity, such as battery service, house wiring, transformers, radio sets, meter reading and electric appliance building.

Three units, three one-hour periods per week.

101. ADVANCED WOODWORK.

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three units, three two-hour periods per week.

102. JEWELRY.

This is a continuation course to be taken up after the student has had the course in Metal Arts. It is a course planned for students who are interested in industrial arts from the viewpoint of a future teaching in the field. It will deal with advanced problems in metal work, teaching methods, equipments, costs, and problems of a like nature.

Two units, two two-hour periods per week.

103. THE ART OF HOUSE DESIGN.

This is a continuation course following the one given in House Planning and should not be taken until the other one has been completed. In the work given here the student will put into practice much of the training given in the other course which could only be touched upon at that time. Houses will be designed, estimates figured, contracts and labor problems taken up, and construction problems discussed.

Three units, three two-hour periods per week.

104. SPECIAL METHODS IN MANUAL TRAINING.

This course is planned for seniors who find that they are in need of training to teach shop work. Often a teacher is called upon to teach shop work in connection with some of the regular subjects. This course is planned to fit the need of students under such conditions. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two units, two two-hour periods per week.

105. COMMERCIAL POTTERY PRODUCTION.

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gotten in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales etc.

Three units three two-hour periods per week.

MATHEMATICS.***ARITHMETIC B.**

A non-credit course in Arithmetic is required by all students who are unable to meet eighth-grade standards in the fundamentals of arithmetic.

MATHEMATICS C.

Trigonometry, elementary algebra and geometry are prerequisite.

Two units, two one-hour periods per week.

MATHEMATICS D.

Algebraic theory. Topics covered include quadratic equations, simultaneous linear equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate

geometry, statistics, or theory of investment. High school algebra is prerequisite.

(Summer session, two units.)

MATHEMATICS 3A-3B.

Elementary analysis, coordinate geometry and differential calculus. High school algebra and trigonometry are prerequisite.

Three units each semester.

MATHEMATICS 4A-4B.

The arithmetic of variable quantities. (Mathematics 3A is prerequisite.) This course covers differential calculus, integral calculus, and the applications of the calculus, to the problems of geometry, physics, and engineering.

Six units, three one-hour periods per week for two semesters.

MUSIC.

EAR TRAINING (Correction of Tone Deficiency.)

A course designed for those who wish to learn how to handle the problem of tone deficiency in music teaching as well as for those who are themselves tone deficient and wish to learn how to "carry a tune." This course is a prerequisite to "Public School Music" if the student is "tone deficient." No college credit.

1. *SIGHT SINGING.

The purpose of this course is to give the student an ability to interpret the symbols of music by the most direct methods and in the shortest amount of time and at the same time to give him a foundational knowledge of the elements of music, rhythm, melody and harmony, that will enrich his understanding of the whole field of music. The rhythmic and tonal problems that are encountered in music have therefore been analyzed and music embodying them is presented in simple sequence. This course is a prerequisite to "Public School Music" if the student enters the college without average ability in music reading.

One unit, two one-hour periods per week. (Summer session, one unit.)

2. *PUBLIC SCHOOL MUSIC.

In this course we first endeavor to survey the field to find out the relative place and importance of each of the following phases, usually arranging them somewhat as follows: rhythmic expression, music appreciation, elimination of tone deficiency and care and use of the child voice, rote singing and introduction of part singing, music reading and writing, creative expression, finally instrumental training, and then we devote the remainder of the time to exposition in class and demonstration with children of successful methods of teaching each of these phases of music in the class room. The text book for the course is "Creative Music for Children" by Satis N. Coleman and the state series "The Progressive Music Series."

Two units, three one-hour periods per week. (Summer session, two units.)

5A. CHORAL ENSEMBLE.

A four-year course in choral work for men and women is planned with definite progress to be made during each semester. A very careful test as to rhythmic development, accuracy of ear, voice range and quality, music reading ability, skill in phrasing, pronunciation and enunciation

and power of interpretation is made of each entering student and again at the end of each semester of choral work. Whether or not the student can progress to the next division depends upon the growth he has made and the height to which he can attain. Advanced students entering the college will be placed in the section where their abilities entitle them.

One unit, three one-hour periods per week.

10A. ORCHESTRA.

Furnishes a specially designed course in all orchestral instruments—brass, reed, wood, wind, percussion—and is open to any student. Students for orchestral work must furnish instruments. Daily outside practice necessary.

One unit, three one-hour periods per week.

20. HARMONY.

This introductory course in harmony is based upon the principle that "Music should be heard and felt, not seen." Most musicians see the music they play, but never really hear it. Especially do they fail to hear harmonies. Believing that one must hear and feel, in short, experience chord progressions before he is ready to study the "rules" of harmony (the grammar of music) just as surely as he must hear and use good English before the rules of grammar mean anything to him, this course has been planned to meet such a need. Each of the common chords of the major and the minor scales is presented successively.

While this chord experience is going on, much practice is also given in melody writing: (1) From given words, using the rhythm and inflection of the spoken words as a basis for the melody, (2) building melodies from a given harmonic foundation and (3) free melodic improvisation. After the melodies are written they are analyzed and harmonized, at first with chords in close position and later in strict four-part harmony.

Students should be able to sing, play the piano or some orchestral instrument in order to get the most from this course.

Three units, three one-hour periods per week.

110. ORGANIZATION AND DEVELOPMENT OF SCHOOL ORCHESTRAS AND BANDS.

Course includes: Studies of the tuning and range of stringed, brass, and reed instruments; methods and materials to be used; care of instruments, minor repairs, etc.; elementary technics of the baton. Problems which usually confront the teacher of limited experience will be explained and remedies suggested. Prerequisite: Ability to play piano or some band or orchestral instrument.

(Summer session, two units.)

25. MUSIC APPRECIATION.

"Music is a science, an art, and a language." In this course we shall deal particularly with the "language" phase. It has been said that "Music begins where words leave off." Composers use music as a means of conveying their thoughts and emotions to their hearers, but only those can understand who are sensitive to the idiom in which the musical ideas are expressed. Most of us have to learn to understand this new "language" a word at a time just as the little child does. Pieces that are obviously descriptive will be studied at first, and as the ability to perceive finer shades of meaning grows in the student, music will be introduced which more nearly approaches the realm of "absolute music" where the meaning is too subtle to be put into words and must be understood only as music—a language in itself. Before each piece is heard the students

will be called upon to search their past experiences, to marshal their reasoning and imaginative powers and creative ability in order to form a concept of what the music they are about to hear may be—and then when they hear it they will compare their concept with that of the great composer who wrote the music.

(Summer session, two units.)

7. DEVELOPMENT OF RHYTHMIC RESPONSE.

A child's first response to music is rhythmic. Rhythm is the most primitive and vital element in music. Through clapping, marching running, skipping, tapping, beating time; through mimetic interpretation of the various human activities which a child observes about him in daily life, such as "rocking the baby," "washing," "churning," "playing soldier," etc.; and through use of crude rhythm instruments such as primitive man evolved, the members of the class will learn of the natural development of the child's response to rhythm, and at the same time gather up the lost threads of their own rhythmic development. This is designed both as a methods and development course.

One unit, two one-hour periods per week.

8. RHYTHMIC INTERPRETATION.

"One cannot really understand a musical composition until he has danced it." The essence of any work of art is its meaning—the idea that its maker tried to express—the concept of beauty which he caught and made tangible through his work. Masterpieces of music will be studied to find this hidden meaning, and then as each member of the class conceives it he will endeavor to express his concept in rhythmic, dramatic motion. The pieces studied will be at first simple enough for very young children to enjoy and will gradually grow more involved to match the growing understanding of the student. The work will begin with simple dramatizations which children can accomplish silently sitting in the regular class room and will culminate in numbers suitable for entertainments calling for appropriate costumes and scenery. This is designed both as a methods and development course.

One unit, two one-hour periods per week.

9. FOLK GAMES AND DANCES.

Folk games and dances are valuable from so many standpoints that it is a question as to whether this course should be listed under "Music," "Physical Education," "Geography," "History" or "Education for Citizenship." They are of immense value in each of these fields and no teacher should be without the knowledge of how to use folk games to vitalize the whole day's program. Members of the class will participate in folk games and dances of all nations. A particular emphasis will be put upon those of our own country. This is designed both as a methods and development course.

Two units, two one-hour periods per week.

101. CREATIVE MUSIC EDUCATION.

A course for advanced students (experienced teachers and musicians) in elementary music education. As outlined under "Public School Music" each of the following phases will be treated successively: Rhythmic expression, music appreciation, elimination of tone deficiency and right use of the child voice, rote singing and introduction of part-singing, music reading and writing, creative expression (making melodies and harmonizing them) and finally instrumental training. The difference in the two courses will consist in the approach to the subject matter and material.

Emphasis will be laid upon the utilization and development of the child's latent creative urges and instincts as the motivating force in his approach to music. To teach him to listen creatively, to sing creatively and to play creatively is as important as to teach him to write and harmonize the melodies that will come welling up from within when his natural powers have been released through such a plan of education. Prospective students should secure and read if possible before taking the course Mrs. Coleman's "Creative Music for Children," published by Putnam Sons (\$3.50).

Three units, three one-hour periods per week.

NATURAL SCIENCE.

Agriculture.

1. ELEMENTARY AGRICULTURE.

A study of general agricultural problems which students will meet in teaching in rural communities.

Three units, three one-hour periods per week.

Biology.

BIOLOGY 1A.

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food; growth; waste, elimination and death of organism.

Three units, two one-hour and one two-hour periods per week. (Summer session, two units.)

BIOLOGY 1B.

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Three units, two one-hour and one two-hour periods per week. (Summer session, two units.)

Genetics.

101. GENETICS.

Lectures and discussions on the laws of heredity and their relation to the improvement of plants and animals and the human race. Special reference will be made to the inheritance of mental traits in man.

Three units, three one-hour periods per week.

Chemistry.

CHEMISTRY 1 (A, B).

Course consists of lectures, recitations, problems, and laboratory experiments on general inorganic chemistry.

Five units each semester.

Geography.

1. *ELEMENTS OF GEOGRAPHY.

This is a general course which approaches the subject of geography from the standpoint of the earth as the home of man. Human relationship as the outcome of the development of society, as the direct product

of geographical conditions and limitations are studied in the light of the environmental forces which are fundamental in the direction of social forces. The basic elements of physical, political and industrial geography are emphasized in their relationship to each other and interpreted in terms of child development. It is a course designed especially to introduce the prospective teacher to the methods and procedures necessary to put the human touch to the teaching of geography to children.

Three units, three one-hour periods per week. (Summer session, two units.)

Nature Study.

10. *NATURE STUDY.

The primary objective of this course is to develop teachers of nature study. As one of the first steps is appreciation of nature and to know something of the various aspects of nature, a part of this course is given to making a first hand acquaintance with the stars, the flowers, the trees, and the sea. The animals found in the diverse habitat near the college will be studied. The practical successful methods of teaching nature study to children in the grades will be taken up. Correlation with other subjects will be emphasized. An opportunity will be given to develop individual initiative in the methods of teaching nature study and in the testing these methods in actual practice.

Two units, three one-hour periods per week. (Summer session, two units.)

Physics.

PHYSICS 1 (A, B).

Either three years of high school mathematics or else high school physics is prerequisite. The course consists of demonstrations, lectures, recitations, problems, and experiments on the following topics: Mechanics, heat, properties of water, etc.

Six units, two one-hour periods and one three-hour period per week for two semesters.

Philosophy.

LOGIC 1A.

This course is confined to deductive logic with special attention to the tradition syllogism and the formal fallacies. It appeals to those who appreciate logical proof in argument, having the same relation to logical proof that grammar has to rhetoric.

Three units, three one-hour periods per week.

LOGIC 1B.

Inductive logic with special reference to scientific methods, material fallacies, statistics and the nature of causality forms the basis for this course. It includes an analysis of the scientific methods employed by those who are struggling on the frontiers of human knowledge. It is a logic of discovery and appeals to those who are scientific in aptitude.

Three units, three one-hour periods per week.

Physical Education.

3. *HYGIENE.

This course deals with physical and mental well being and includes the hygiene of nutrition, action and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading and recitation. Community health is also emphasized in the effort to develop the proper attitude toward public health problems.

Two units, two one-hour periods per week.

1A. *PHYSICAL ACTIVITIES. (Activities for Adults.)

Two hours of participation in physical activities is required of all students each semester. A wide range of activities, including individual and team games, those of a rhythmic nature, are offered in the hope of meeting the needs and appealing to the interests of individual students. Students who so desire may take part in regularly organized intramural competition in volley ball, basketball, and baseball conducted as an integral part of the activity courses. Only a minimum of formal or calisthenic work is offered.

One-half unit, two one-hour periods per week.

2A. *METHODS IN PLAYS AND GAMES. (Activities for Children.)

This is a practical course involving participation in, and conduct of, games, dances, stunts and sports suitable for children in the elementary school. Special emphasis is placed upon games adapted for rural school use and activities that require no equipment. The fact that this class meets in conjunction with the Training School classes insures opportunity to meet the actual problems of game presentation.

One-half unit, two one-hour periods per week. (Summer session, two units.)

10. *THE ORGANIZATION OF PHYSICAL EDUCATION.

The aim of this course is the planning of a physical education program in accordance with the aims of modern education. The leadership of children in play activities, their classification for play purposes, and the planning of play space and equipment is demonstrated and discussed. Practical work in the organization of physical activities in the Training School is required in addition to lectures, reading and recitation.

Two units, two one-hour periods per week. (Summer session, two units.)

5A. ATHLETICS. (For Women.)

This course provides opportunity for participation in seasonal sports for women. It includes volley ball, basket ball, touch and field, and speed ball. College and inter-class competition is open to students of this course.

Each semester one-half unit, three one-hour periods per week.

6A. ATHLETICS. (For Men.)

Participation in seasonal sports is open to men. This includes football, basketball, baseball and track.

One-half unit, three one-hour periods per week.

10A. TENNIS.

This is a recreational course including practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles. Tournaments are held at regular intervals as a part of the class work.

One-half unit, two one-hour periods per week.

21. COACHING.

This course offers something which has direct bearing on the school playground and recreational situation which may prove of value to teachers in helping to solve their play problems. The time is given to the theory of coaching football and basketball, two days a week and actual practice one day. The various systems of offensive and defensive team

work, individual offense and defense, conditioning of teams and the treatment of minor injuries are explained.

One unit, three one-hour periods per week.

22. COACHING.

The aim of this course is to teach students the science and coaching of baseball and track. The course covers both theory and practice. Batting, bunting, the play of the outfielders and infielders are all taken up under baseball while the sprints, distance running and all field events are taken up under track. Part of the time is devoted to the fundamentals and coaching of other popular outdoor games, which aim to train for leadership in recreation.

One unit, three one-hour periods per week.

ROMANIC LANGUAGES.

French.

FRENCH A.

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated as from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods. The textbook used is De Sauze's *Cours Pratique de Francais*.

Five units, five one-hour periods per week.

FRENCH B.

Elementary French. This is a continuation of French A, but more amplified. The use of English is practically eliminated from this course on. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the student to think in French. Texts used, De Sauze's *Cours Pratique de Francais*; Lavissee's *Histoire de France*, and Briscoe and Dickman's *Francais Pratique*. Prerequisite: Course A, or one year of high school French.

Five units, five one-hour periods per week.

FRENCH C.

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. The work is based upon Carnahan's *Short Review of French Grammar* and Daudet's *Lettres de mon Moulin*. Prerequisite: Course B, or two years of high school French.

Three units, three one-hour periods per week.

FRENCH D.

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Texts used: Anatole France, *Le Livre de mon Ami*; Labiche, *La Poudre aux Yeux*. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three units, three one-hour periods per week.

101, 102. A SURVEY OF FRENCH LITERATURE.

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as Corneille, Racine and Moliere, of the 17th century period; to Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, of the Romantic period, and to modern writers as Daudet, Brieux, Pierre Loti and others.

Three units, each semester.

Spanish.**SPANISH A.**

Elementary Spanish. This is a beginner's course. The same methods are followed in the teaching of Spanish as are practiced in the teaching of French. A scientific demonstration of Spanish vocal sounds is made. The Castilian pronunciation is taught. Elements of grammar and easy composition, together with gradual conversation. Text used: Hill and Ford's Spanish Grammar.

Five units, five one-hour periods per week.

SPANISH B.

Elementary Spanish. This course is a continuation of Spanish A, and is made conversational as much as possible. Texts used, Hill and Ford, Spanish Grammar, and Spanish Grammar by Espinosa. Prerequisite: Course A, or one year of high school Spanish.

Five units, five one-hour periods per week.

SPANISH C.

Intermediate course. This is a combination of composition and conversation aiming at acquiring idiomatic Spanish. Texts used: Umphrey's Spanish Prose and Composition; Selections from Gil Blas. Sight reading without translation. Prerequisite: Courses A and B, or two years of high school Spanish.

Three units, three one-hour periods per week.

SPANISH D.

Intermediate course. This is an entirely conversational course. Texts from modern writers are used, the student is taught to put the contents of paragraphs into his own Spanish. Texts are selected according to the desire of the class. Prerequisite, Spanish A, B, and C, or their equivalent of high school Spanish.

Three units, three one-hour periods per week.

101. A GENERAL SURVEY OF SPANISH LITERATURE.

Reading from writers of El Siglo de Oro, such as Lope de Vega, Tirso de Milino, Calderon de la Barca, and Cervantes. It will be followed by a study of writers of the Romantic and Modern periods such as Fernan Caballero, Perez Galdos, Espronceda, Juan Valera and others. Spanish D a prerequisite.

Three units, three one-hour periods per week.

102. A GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE.

This course will introduce a large number of modern writers of the American continent such as Ruben Dario, Sor Juana de la Cruz, Amado Nervo, Juana de Ibarbourou, Diaz Miron and others.

Three units, three one-hour periods per week.

SOCIAL SCIENCE.**Economics.****1A. PRINCIPLES OF ECONOMICS.**

This is a general survey course starting with an analysis of human wants which explain or condition wealth, and traversing the field of principal human activities and institutions arising from man's efforts to supply his material needs. It first examines briefly the structure of the medieval industrial society and the evolution of modern capitalistic industry; then it attempts a more thorough study of certain outstanding features of our present economic organization with the view of acquainting the student with the nature and operation of our modern industrial order. Questions of pure theory are here subordinated to the study of the means which man uses in the attainment and utilization of wealth, and an effort is made to cultivate a sound viewpoint on economic issues, especially among those students who anticipate taking no advanced courses on this subject. A term paper is required. Class activities consist of lectures, class discussions, problems and field trips. Textbook: Ely, R., *Outlines of Economics*, with supplementary readings from other authors.

Three units, three one-hour periods per week. (Summer session, two units.)

1B. PRINCIPLES OF ECONOMICS. (Prerequisite, Economics 1A.)

This course is a continuation of course 1A, dealing with an intensive study of the principles of value and price, including those determining rent, wages, interest, and profits. Following this study, an effort is made to apply the theoretical principles thus examined to such practical problems as labor and labor legislation and organization, agriculture, transportation, international trade and exchange, and public finance.

It consists of lectures, class discussions, and problems. Textbook: Ely, R., *Outlines of Economics*, with supplementary readings from other authors and mimeograph materials prepared by the instructor.

Three units, three one-hour periods per week.

***ECONOMICS II. ECONOMIC HISTORY OF THE UNITED STATES.**

The evolution of industrial society in the United States from the period of colonization to the present day together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have been developed in this endeavor, the causes for the success or failure of these institutions, and the problems which had arisen as a result. The interaction between these economic factors and the social and political conditions and institutions is also described. It is thus the primary object of this course to supply, on the one hand, the background of past experience for the understanding of our present-day economic problems as well as our social and political history; and to furnish, on the other hand, that essential equipment necessary to a citizenship that will face in the next generation more complicated problems than it has faced in the past. The class procedure: Lectures, discussions, problems, map exercises and other graphic devices of presentation. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary materials from other authors.

Three units, three one-hour periods per week. (Summer session, two units.)

120. FINANCIAL ORGANIZATION OF SOCIETY.

A general study of the part that money, in its various roles, plays in the organization of industrial society. A survey of the entire credit mechanism and an analysis of the services rendered by the numerous types of financial institutions that have developed in connection with the marketing of corporate securities, underwriting syndicates, distributing bond houses, savings banks, insurance companies, commercial banks, brokerage concerns, the stock exchange, the Federal Reserve System, etc. Further attention is given to foreign exchange.

Three units, three one-hour periods per week.

125. THE INVESTMENT FIELD AND CRITERIA OF INVESTMENT.

A course designed to examine the various opportunities offered for investment in our present industrial society, such as industrial stocks and bonds, building and loan securities, insurance and other commercial securities together with an analysis of financial statements and other data for the purpose of arriving at intelligent conclusions regarding sound financing and sound investment. The course will give especial emphasis to problems of the small investor.

Three units, three one-hour periods per week.

151. INDUSTRIAL RELATIONS.

A general survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis on such policies as are conducive to harmonious relations between employer and employee.

Three units, three one-hour periods per week.

140. AGRICULTURAL ECONOMICS.

An analysis of some of the economic problems involved in the production and distribution of agricultural products. Such major problems as the relation of agriculture to other industries, land tenure and land utilization, agricultural credit, the marketing of agricultural products, the problem of risk, the nature of demand for agricultural products, price movements and the social organization and control of agriculture.

Three units, three one-hour periods per week.

150. GOVERNMENT FINANCE.

A survey course dealing with the financial principles and practices of modern governments. It includes problems of: The increase in government expenditures, the classification of expenditures, their economic effects, and methods used to control them; the fundamental principles of taxation, theories of justice in taxation, the economic effects of taxation, and the methods and problems of income, property, inheritance, and commodity taxation; the flotation, management, conversion, and redemption of government debts; budgetmaking principles and practices.

Three units, three one-hour periods per week.

160. SOCIAL AND ECONOMIC STANDARDS OF LIVING.

An analysis of the way people actually live and of the way they want to live, of the origin and effects of their desires and the possible modifications of their standards of living in behalf of more satisfying con-

sumption and social progress. Especial attention is to be given to the conventional and emulative character of human wants, to the progressive elaboration of the customary forms of consumption, to the relation between the standard of living and the rate of increase of population and the determination of a norm of objective of economic reform and protective legislation.

Three units, three one-hour periods per week.

165. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three units, three one-hour periods per week.

History.

4A-4B. HISTORY OF MODERN EUROPE.

The growth of western European civilization from about 1500 A. D. to the present time. An introduction to the study of history affording a general perspective of the development of society, politics and institutions in Europe.

Three units each semester, three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three units, three one-hour periods per week.

8B. HISTORY OF THE AMERICAS.

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three units, three one-hour periods per week.

Political Science.

1A. COMPARATIVE GOVERNMENT.

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three units, three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three units, three one-hour periods per week.

12. *AMERICAN GOVERNMENT.

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extraconstitutional features of the American government.

This course meets the requirements in United States constitution established by the legislature of California.

Upper division course, three units, three one-hour periods per week. (Summer session, two units.)

100. THE THEORY OF THE STATE.

A study of the evolution of the modern state, of its powers, functions and duties and of the reasons for its increasing influence in human affairs by direct participation, prohibition, promotion, or regulation of private life and private enterprise.

Three units, three one-hour periods per week.

110. POLITICAL PARTIES.

A study of the organization and methods of action of political parties in the United States with some attention to the systems of other countries. Analysis of forces constituting parties; primary and convention systems; permanent party organization and its workings; function of the party system in democracy; and the formation of intelligent public opinion upon present day controversial issues.

Three units, three one-hour periods per week.

130. STATE GOVERNMENT.

A course including an intensive study of the constitutional development and existing political institutions of the American states with especial attention to the government of the State of California. Also an analysis of the relationship between the state governments and the Federal government and of the field of action which is proper to each.

Three units, three one-hour periods per week.

150. INTERNATIONAL RELATIONS OF THE UNITED STATES.

A study of American diplomacy including the Monroe Doctrine, freedom of the seas, the "open door," and of the recent policy of the United States, as a world power, toward international arbitration and disarmament, imperialism, and international organization as represented by the League of Nations and the Permanent Court of International Justice. Especial attention will be given to study of the relations of the United States with the Far East, and to the means for promoting international friendship.

Three units, three one-hour periods per week.

Sociology.**2A. GENERAL SOCIOLOGY.**

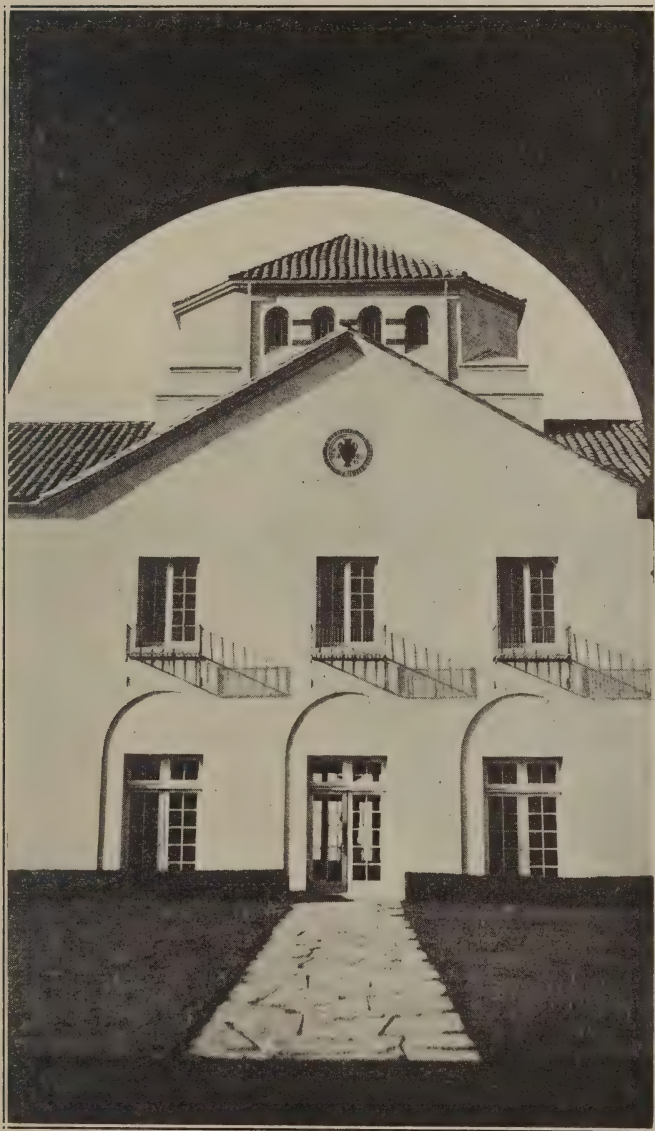
An introductory course designed to give the student orientation in the social sciences and a working system of thought about society. Classification of social phenomena and analysis of the fundamental factors at work in a social situation; evolution, structure, functions and problems of social institutions; application of sociological concepts to problems such as population, immigration, race, the city problem, etc.; social ideas and social control.

Three units, three one-hour periods per week.

2B. RURAL SOCIOLOGY.

A study of conditions of rural life and constructive organization for improvement; application of sociological concepts to problems of rural education, organization of county communities, economic interests, rural leadership; the value and method of social surveys.

Three units, three one-hour periods per week.



The Tower, from the Inner Court.

THE LIBRARY OF THE

JUN 7 1927

UNIVERSITY OF MICHIGAN

GENERAL INDEX.

	Page		Page
Administration	26	Junior certificate	43
Admission to Junior College	42	Junior College	9, 42
Admission to Teachers College	34		
Advanced standing	37	Language and literature	64
Alumni Association	17	Lectures and entertainments	17
American Government	69	Library	15
Amount of work	26	Living arrangements	25
Appointment service	17	Loan fund	25
Arcata	19	Location	12
Arithmetic	37	Lyceum	30
Art	46		
Athletics	30	Marking system	26
		Mathematics	57
Biology	2, 61	Measurements	49
Bookstore	25	Music	58
Building	8		
Calendar	2	Nature study	62
Campus	13		
Chemistry	61	Official directory	3
Civic Education	49	Orchestra	59
Climate	13		
Coaching	64	Political science	68
Constitution, U. S.	69	Physical education	62
Courses of Instruction	46	Physical examination	42
Curriculum	48	Physics	62
		Pottery	55
Diploma	43	Practice teaching	49
Dormitories	25	Programs	27
Dramatics	53	Psychology	47
Economics	66	Public speaking	53
Education	47		
Electives	39	Recreation	19
		Redwoods	19
Employment	25	Reports	27
English	52	Requirements for graduation	37, 38
English A examination	42		
Expenses	25	School law	50
Extension service	17	Science	61
Extra-curricular activities	29	Self-government	29
		Self-help	25
Faculty	4	Semester unit	26
Fees	25	Social life	29
French	64	Social science	66
		Sociology	70
General information	9	Spanish	65
Geography	61	Speakers' Bureau	18
		Speech	52
Historical	14	Student Body	29
History	68	Summer session	9
Home Making	54		
Honor points	26	Teachers College	9, 34
Hygiene	62	Teachers from other states	10
		Training School	14
Industrial arts	55	Unit defined	26

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1927-28

HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1927

COLLEGE YEAR 1927-1928



ARCATA, CALIFORNIA

APRIL, 1927



A Humboldt Byway

HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1927

COLLEGE YEAR 1927-1928

A State College for the Training of
Teachers for the Public Schools and
for Two Years of General College
Work

Entered as second-class matter, April 4, 1916, at the post office at Arcata,
California, under the act of August 24, 1912.



CALIFORNIA STATE PRINTING OFFICE
CHARLES A. WHITMORE, State Printer

THE LIBRARY OF THE
SACRAMENTO, 1927

JUN 7 1927

INTRODUCTORY.

CALENDAR, 1927-1928.

Summer Session, 1927.

Saturday, June 25-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June 27-----Registration
Friday, August 5-----Summer Session Closes

Fall Semester, 1927.

Saturday, September 10----Examination in English A, 9 a.m. to 11 a.m.
Saturday, September 10-----Faculty meeting at 2 p.m.
Monday, September 12-----Registration
Tuesday, September 13-----Instruction begins
Friday, November 11-----Reports for first nine weeks
Thursday, November 24 to Sunday, November 27----Thanksgiving recess
Wednesday, December 21 to Tuesday, January 3-----Christmas holidays
Wednesday to Friday, January 25, 26, and 27----Semester examinations

Spring Semester, 1928.

Saturday, January 28-----Examination in English A, 9 a.m. to 11 a.m.
Tuesday, January 31-----Registration
Wednesday, February 1-----Instruction begins
Friday, March 30-----Reports for first nine weeks
Sunday, May 27-----Baccalaureate Sermon
Tuesday to Friday, May 29, 31 and June 1-----Semester examinations
Friday, June 1-----Commencement

Summer Session, 1928.

Saturday, June 23-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June 25-----Registration
Friday, August 3-----Summer Session closes

OFFICIAL DIRECTORY.
HUMBOLDT STATE TEACHERS COLLEGE
 Administered Through
 the
STATE DEPARTMENT OF EDUCATION.
 State Board of Education.

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State Department of Education.

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HELEN HEFFERNAN	Commissioner of Elementary Schools
RICHARD J. WERNER	Commissioner of Secondary Schools
NICHOLAS RICCIARDI	Commissioner of Vocational Education

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C. E. GRAVES	Librarian
GRACE M. BURTON	Assistant Librarian
CLARE OSTRANDER	Superintendent of Buildings and Grounds

FACULTY.

SWETMAN, RALPH W.

PRESIDENT.

Ph. B., Hamilton College, 1907; A. M., Columbia University, 1917; two additional years of graduate work at Stanford University 1922-1924. Nine years experience as supervising principal of elementary and high schools; Director of training and extension service, State Normal School, Ellensburg, Washington, 1917-1922; Cubberley teaching fellow in Stanford University, 1922-1924; part time Instructor in San Jose State Teachers College, 1923; Instructor in the summer session of the University of California in Los Angeles, 1924; Instructor in 1925 summer session, Stanford University. Member Phi Beta Kappa, Phi Delta Kappa; President Washington Education Association 1921. Author, Outline and Digest of California School Law. At Humboldt since 1924.

ARNOLD, HOMER L.

EDUCATION.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B. S., Indiana State Teachers College (Eastern Division) 1911; A. B., University of Indiana, 1915; A. M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917, Stanford University, 1924. Teacher in rural schools, 1905-9; Principal of consolidated township high school, Carroll County, Indiana, 1911-14; Instructor in Mathematics and Coach Basketball, Central High School, Elkhart, Indiana, 1915-16; Instructor in Mathematics, Central High School, Kalamazoo, Michigan, 1917-18; Assistant Principal, Central High School, Calumet-Laurium, Michigan, 1919-1920; Head Department of Education and Psychology, New Mexico State Normal School, 1920-21. Member Phi Delta Kappa. At Humboldt since 1921.

BALABANIS, HOMER P.

SOCIAL SCIENCE.

Ph. B., University of Chicago, 1920; A. M., University of Chicago, 1923; additional graduate work University of Chicago and University of California. Assistant, School of Commerce and Administration, University of Chicago 1922-1923. At Humboldt since 1923.

BALCOMB, ERNEST E.

PRINCIPAL TRAINING SCHOOL AND SUPERVISOR OF UPPER GRADES.

Graduate Emporia State Normal School; A. B., Stanford University, 1903; A. M., University of California, 1926; graduate work, Harvard University, Columbia University. Teacher in elementary and high schools seven years; Head of Science Department, Oregon State Normal School, Monmouth, Oregon, four years; Head Department of Agriculture, State Normal School, Weatherford, Oklahoma, three years; Head Science Department, Rhode Island Normal School, Providence, Rhode Island, two years; Head Department of Rural Life, North Carolina College for Women, Greensboro, North Carolina, eight years; Member National Council of Education; President, Department of Agriculture of National Education Association, 1912; California Director of American Nature Study Society. At Humboldt since 1919.

BOWMAN, CARL

DRAMATICS, SPEECH.

B. S., Kansas State Teachers College, Emporia, 1921; A. M., Northwestern University, 1925; Eleven years of experience in teaching in rural school, junior high school, senior high school; Instructor Kansas State Teachers College, Summer Sessions 1921-22; Instructor on a teaching fellowship in Northwestern University, 1923-25. Member of Pi Kappa Delta, National Forensic Fraternity, and Kappa Delta Pi, National Scholarship Fraternity. Two seasons in Chautauqua dramatics. At Humboldt since 1925.

BURTON, GRACE M.

ASSISTANT LIBRARIAN.

A. B., Grinnell College, 1903; Library School, University of Iowa, Summer Session 1924. Instructor in Latin and German, Knoxville High School, Knoxville, Iowa, 1903-5; Principal and Instructor in Latin and German, Pipestone High School, Pipestone, Minnesota, 1905-8; Instructor in English and History, Oberlin High School, Oberlin, Ohio, 1910-11; Tutor in Latin and German at Oberlin College, 1911-13; Assistant Librarian at Grinnell College, 1920-26. At Humboldt since 1926.

CARTLICH, LUCY H.

HOME ECONOMICS.

A. B. in Biology, Washington State College, 1902; graduate of Lewiston State Normal School, 1916; A. B. in Home Economics, Washington State College, 1923; graduate work in education, Washington State College, 1923 and summer of 1924. Two years experience as an elementary teacher; three years experience as high school principal; six years Smith Hughes Home Economics Instructor in day and evening schools. At Humboldt since 1925.

CATTELAIN, FERNAND

ROMANIC LANGUAGES.

Elementary education acquired in France; B. A. 1906, American International College, Springfield, Mass.; Escuela Normal and National University of Mexico, 1915-16; M. A., 1922, Baylor University; Diplome d' Université, University of Bescancon, France, 1923; Docteur de l'université, University of Bescancon, France, 1926; graduate work University of Chicago, 1924. Secretary Y. M. C. A., New York City; Officer General-Staff, A. E. F., 1917-19; Spanish Instructor, U. S. A. Post, Tucson, Arizona, 1919-20; French Instructor, Baylor University, 1920-22; French Instructor, University of Texas, 1922-23; French and Spanish Instructor, University of Washington, 1924-25; French and Spanish department at Humboldt since 1925.

FALKENBERG, FRED P.

PHYSICAL EDUCATION.

A. B., University of Illinois, 1902; graduate work, University of Illinois. Assistant Baseball Coach, University of Illinois. At Humboldt since 1925.

GRAVES, C. EDWARD

LIBRARIAN, RECREATIONAL READING.

A. B., Wesleyan, 1908; New York State Library School, 1911-1913; Instructor Wesleyan University 1909-1911; with University of Illinois library, 1914-1917; Librarian, Minnesota Historical Society, 1917-1920. Member Phi Beta Kappa. At Humboldt since 1924.

HERRON, LAURA E.

PHYSICAL EDUCATION.

A. B., Stanford University, 1914; A. M., University of California, 1916; graduate work at Stanford and University of California. Instructor Oakland Playground and Recreational Department, 1914-1915; Assistant Women's Department of Physical Education, Stanford University, 1916; eight years experience as teacher of Physical Education and Science in California High Schools, 1916-1924; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-25. At Humboldt since 1925.

HICKLIN, MAURICE

ENGLISH, JOURNALISM.

A. B., University of Missouri, 1909; B. J., School of Journalism, University of Missouri, 1913; A. M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925. Military service, 1916-18. Six years practical journalistic experience. At Humboldt since 1925.

HOLLISTER, FREDERIC M.

SOCIAL SCIENCE.

A. B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A. M., Columbia University, New York, 1926; post graduate student Summer Session Stanford University, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School, and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

JENKINS, HORACE R.

INDUSTRIAL ARTS.

Graduate of Central State Teachers College, Oklahoma, four years Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three years Art and Shop Course, 1907; graduate study at Oswego State Normal School, University of Chicago, Columbia University, University of California, Stanford University; Summer Session, Oregon Agricultural College, 1925. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years of experi-

ence in supervision of Industrial Arts in Iowa, Idaho, Oklahoma, and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

LITTLE, STELLA SANKEY

ART.

A. B., Stanford University, 1913; advanced work at Stanford and the University of California summer sessions of 1906, 1908, and 1911; study of masterpieces in art in various art galleries of Europe, 1910. Art Instructor in Miss Harker's School for Girls, 1904-1906; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-1912; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

OSTRANDER, ANNIE MARIE CLARKE

MUSIC.

Graduate, Los Angeles Polytechnic High School, 1910, having specialized in Music, Art, and Domestic Science; attended sessions, University of Southern California and University of California, Southern Branch, 1917 to 1922; San Francisco State Teachers College, summers of 1924 and 1925; University of Southern California Extension Courses 1922-23 and University of California Extension Courses, 1923-24. Supervisor Domestic Science and Art, Venice, California, 1910-1914; Supervisor Arts and Crafts, San Diego City Schools, 1914-1916; Supervisor Music, San Diego City Schools, 1916-1917; Supervisor Music and Art, Needles, California, 1917-1918; Supervisor Music, Redlands, 1918-1921; Supervisor Music, San Diego, 1921-1924; Member faculty University of Southern California, summer 1923. Author of "Practical Hints of Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A. B., University of Washington, 1914; graduate work, University of Washington, Summer Sessions, 1919, 1920, 1925; Stanford University, Summer Session, 1926. Twelve years experience in secondary schools, Shelton, Everett and Seattle, Washington. Member Phi Beta Kappa, Pi Lambda Theta. At Humboldt since 1926.

POULTNEY, ROBERT H.

BIOLOGY, NATURE STUDY.

B. S., Cornell University, 1914; M. S., Utah Agricultural College, 1926; graduate work at the University of California. Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study at the Idaho Technical Institute, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SCHUSSMAN, LEO GEORGE

HEAD OF DEPARTMENT OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph. B., University of Chicago, 1912; A. M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School. Member of Phi Delta Kappa. At Humboldt since 1924.

STANLEY, GRACE CHANDLER

DEAN OF WOMEN AND SUPERVISOR OF PRIMARY GRADES.

A. B., Stanford University, 1903. County Superintendent of Schools, San Bernardino County, California, 1915-1922; Instructor Pomona College and Chaffey Junior College, 1922; Commissioner of Elementary Schools, State of California, 1923-25. At Humboldt since 1925.

STEVENS, EDNA M.

ASSISTANT IN EDUCATION.

Graduate of St. Cloud State Teachers College, 1910; graduate Humboldt State Teachers College, 1924; University of California Summer Session of 1925. Four years experience as a teacher in Minnesota; four years experience as teacher and principal in the schools of Michigan. At Humboldt since 1924.

WHEELER, HORACE EDWARD

SCIENCE, MATHEMATICS.

A. B., Stanford University, 1921; A. M., Stanford University, 1924. Teaching Assistant in Applied Mathematics, Stanford University, 1921-22; Instructor in Science, Pomona High School, 1922-1923; Modoc Union High School, 1923-24. Member Phi Beta Kappa, Phi Lambda Epsilon. At Humboldt since 1924.

WOOD, WALTER N.

ORCHESTRA.

Orchestra and Band Instruments, Violin and Theory Preparation. Pupil of J. R. Murdock, Woodstock, Vermont; Pupil of A. E. Ordway (Staats Sextette), Boston, Massachusetts; Pupil of H. C. French (Tremont Theater) Boston, Massachusetts; Pupil of Sol. Jaron, New York; Pupil of Glenn Brown, Woodstock, Vermont, and Boston, Massachusetts; Pupil of Nikolai Paulsen, Boston, Massachusetts. First Violin, Verdi Orchestra, Boston, Massachusetts, 1898-1900, John Flocktra, Director. Director Woodstock, Vermont, Opera House Orchestra, 1900-1901; First cornet, Iowa State Band, Mt. Pleasant, Iowa, P. V. Olker, Director, 1901-1902; Instructor of Music, High School, Fort Bragg, California, six years; Instructor of Music, Humboldt State Normal School, 1921-1922; Instructor of Music, Arcata Union High School and Humboldt State Teachers College since 1922.

WOODCOCK, JESSIE TURNER

SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

Special Appointments for Summer Session.

BAISDEN, LEO B.

DIRECTOR OF SUMMER SESSION.

A. B., University of Washington, 1916; Graduate Student in Education, University of Washington and Stanford University. High School Instructor 1911 to 1917; Elementary principal, Seattle, Washington, 1917-1922; High School Principal, Everett, Washington, 1922-1925; Superintendent of Schools, Longview, Washington. Member of Phi Delta Kappa. President, Seattle Principals' Association, 1920-21. One of the founders of the National Association of Elementary Principals. Instructor in Education in 1926 Humboldt summer session.

DEVINE, EDWARD T.

LECTURER.

Ph. D., Pennsylvania; LL. D., Cornell College. Secretary of New York Charity Organization Society, 1896-1917; Associate Editor of The Survey, 1897-1921; Director of the New York School of Philanthropy, 1904-07, 1912-17; Professor of Social Economy, Columbia University, 1905-19; Dean of Graduate School and Professor of Social Economy, American University, Washington, D. C., 1926.

JENSEN, GEORGE C.

EDUCATION.

B. S., University of California, 1911; M. S., University of California, 1912; Flood Fellow in Economics, 1913-1914. Principal County High School, Elko, Nevada, 1914-1920. Principal Winships Junior High School, Eureka High School and Dean Eureka Junior College, 1920-1925. Member Phi Delta Kappa. Author of the Eureka School Plan.

LATHERS, GLADYS

NUTRITION.

A. B., Reed College, 1918; graduate work, University of Washington, Summer Sessions 1921, 1922, 1923, 1924, 1925, 1926 and fall quarter, 1925. Instructor in Pageantry and Festivals, University of Colorado, Summer Session 1922; Instructor in Physical Education and Hygiene, Seattle High Schools, 1918-1925; Instructor in Nutrition, Humboldt County (Red Cross Service) 1926-1927.

MACGINITIE, HARVEY D.

NATURE STUDY.

A. B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-1927. Teacher, Caruthers Grammar School, Caruthers, California, 1924-1925; Instructor, High School, Fresno, California, January-June, 1926.

MITCHELL, L. EDWIN

ENGLISH, JOURNALISM.

Ph. B., Denison University, Granville, Ohio, 1913; M. A., Ohio State University, Columbus, Ohio, 1920; graduate student, University of Chicago, 1919. Assistant in English, Denison University, 1913; Instructor in English and Journalism, West Technical High School, Cleveland, Ohio, 1916-19; Professor of English Composition and Journalism, Depauw University, Greencastle, Indiana, 1919, and Director of the Course in Journalism and Director of Publicity. Experience as reporter, editor and contributor to magazines. Journalism Tour of Europe, summer of 1926.

SHOLTY, MYRTLE

DIRECTOR OF TRAINING.

Ph. B., University of Chicago, 1911; M. A., Teachers College, Columbia University, 1924. Elementary school teacher, Wabash, Indiana, 1902-6; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-8; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27.

STARR, ALVA GUY

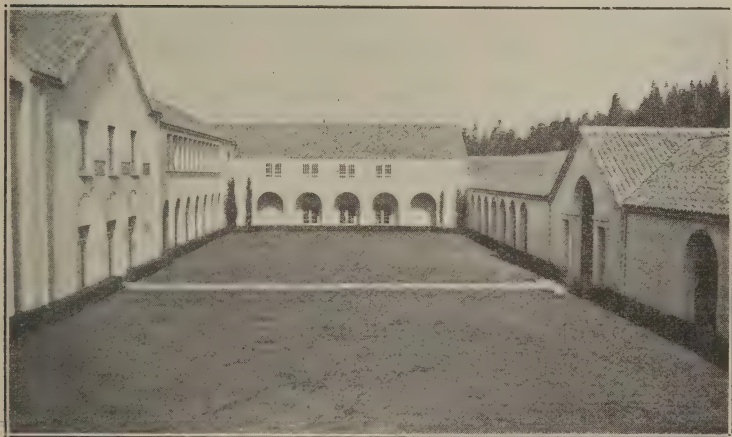
EDUCATION.

A. B., Albany College, 1922; graduate work, University of Washington, Summer Sessions 1920, 1921, and year 1921-1922; University of California, Summer Session, 1924; A. M., Stanford University, 1927. Assistant in Physical Education, Albany College, 1920-21; Instructor Buckley High School, Buckley, Washington, 1922-1924; Principal, Buckley High School, 1924-1926.





West Facade.



The Inner Court.

GENERAL INFORMATION.

THE TEACHERS COLLEGE.

The purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to give them a social and cultural education that will lead to good citizenship and a wide enjoyment of life. The presence of little children in the training school keeps uppermost in the student's mind the central purpose of the college. It is highly desirable that prospective teachers plan to spend all three years of the teacher training course in an atmosphere devoted to professional ideals.

THE JUNIOR COLLEGE.

The work of the Junior College covers the first two years of the liberal arts college beyond the high school and leads to a certificate which is accepted for full credit in the foremost colleges and universities of the state. It aims to train the student thoroughly in the fundamental subjects necessary for successful continuance of upper division college work in a higher institution.

The Humboldt Junior College because of its relatively small classes offers many distinct advantages. The smaller class group provides the opportunity for each student to develop his individuality and begin without loss of time the necessary adjustment of his own tendencies and abilities in terms of the work of the college.

Junior students are a part of the regular student body of the college and entitled to equal rights and privileges in all matters of self-government or college work and activities.

1927 SUMMER SESSION.

The 1927 Summer Session of six weeks will be held from June 27 to August 5, inclusive. Its purpose is to meet the needs of:

(a) Students of the regular sessions who wish to complete their courses in a shorter time.

(b) Properly recommended high school graduates who are prepared to enter the Teachers College or Junior College.

(c) Teachers who are candidates for the elementary teachers' credential issued by the California State Board of Education and who wish to earn the six units of professional training required in a California teacher training institution.

(d) Teachers or principals who are candidates for the elementary or Junior High School administration or supervision credential issued by the California State Board of Education.

(e) Teachers who desire the stimulus of advanced professional courses in education and contact with other progressive teachers.

(f) Teachers who wish to combine study and recreation for a six-weeks period in one of the most beautiful sections of California.

Practice teaching facilities will be provided for teachers who need practice teaching credit to meet State Board requirements.

Reduced round trip excursion rates are available on the Northwestern Pacific Railway and connecting lines and on the Redwood Highway stages. Ask your local railway agent for complete information.

Humboldt has summer conditions ideal for study and a scenic environment unsurpassed in California. For special description of recreational opportunities see later pages of this announcement.

TEACHERS FROM OTHER STATES.

Teachers from other states desiring to teach in California, who have training equivalent to that required of California teachers, may receive from the State Board of Education credentials permitting them to teach in California for one year. Renewal of such credentials is usually conditioned on receiving six units of further training in a California teacher training institution.

The subjects generally required for renewals are to be found in the following list: Public Education in California (School Law), United States Constitution, Principles of Elementary Education, Education for Citizenship (Civic Education).

These courses are given by the Humboldt State Teachers College both in the regular and summer sessions.

Teachers from other states with less training than that required of California teachers and who desire to teach in California should plan to enter a California teacher training institution and earn a teaching diploma. Information concerning advanced standing at Humboldt is given under admission requirements in this bulletin.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF EDUCATION.

Each applicant for the School Administration Credential must verify:

1. That he holds 'a valid teachers' certificate or life diploma of general elementary, general junior high school, or general secondary grade issued by the school authorities of California.

2. That he has had not less than seventeen (17) months of successful teaching experience in public schools.

3. That he has completed not less than fifteen (15) semester-hours of collegiate work in school administration subjects, in addition to the minimum requirements in education for the highest grade of general teachers' certificate held, which shall be distributed as follows:

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

- *(1) School Administration and Supervision.
- *(2) Growth and Development of the Child.
- (3) Philosophy of Education.
- (4) Educational Tests and Measurements.
- (5) History of Education in the United States.

(b) Five (5) semester-hours may be selected from the following courses:

- (1) The Work of an Elementary School Principal.
- (2) Problems of Supervision. (The Supervision of Instruction.)
- (3) Rural Education.
- (4) The Elementary School Curriculum. (The Curriculum.)

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION.

Each applicant for the School Supervision Credential must verify:

1. That he holds a valid teachers' certificate of regular or special type.

2. That he has had not less than seventeen (17) months of successful teaching experience in the subject, or subjects, in which the School Supervision Credential is desired.

3. That he has completed the following requirements in school supervision subjects, in addition to the minimum requirements in professional courses in education for the highest grade of teachers' certificate held, in accordance with the class specified:

Class A—General Supervision.

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

* (1) School Organization and Supervision. (School Administration and Supervision.)

* (2) Growth and Development of the Child.

(3) Philosophy of Education.

(4) History of Education in the United States.

(5) Educational Tests and Measurements.

(6) The Curriculum.

(b) Five (5) semester-hours selected from the following group:

(1) Rural Education.

(2) Educational Sociology.

(3) Problems of Supervision.

(4) Modern Practice and Experiment in Education.

NOTE.—The candidate must also verify at least six semester-hours in each of two subjects selected from the following: music, art, physical education, manual arts, commerce, home-making subjects and agriculture. These courses need not be in addition to courses presented for the teachers' certificate.

LOCATION.

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The city of Arcata is a delightful place of residence. It has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, a good live Chamber of Commerce, a Rotary Club, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. It is sometimes known as the “White City,” because so many of its houses are painted that clean color. Luxuriant flower gardens are a notable feature of the home surroundings. The people are gracious and hospitable and the atmosphere of the place is altogether charming. The spirit of cooperation between the townspeople and the college is especially cordial.

A new concrete highway along the edge of the bay leads in eight miles to the city of Eureka, the metropolis of northern California, with a population of fifteen thousand. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE.

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain results in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy spring-like feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song-birds from the north spend the winter here.

CAMPUS.

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. In the rear is an athletic field, with asphalt tennis court, and room for other outdoor sports. Back of that, the college owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

HISTORICAL.

The Humboldt State Normal School was created by an act of the 1913 session of the California legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teachers' diploma is three years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education.

The same legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

In 1921 a Junior College was established in connection with the Teachers College. The two-year course leads to a Junior Certificate in the College of Letters and Science.

The enrollment for the last five years has shown a steady and substantial increase; for the college year ending June 31, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 275 students; 1927, 312 students.

THE TRAINING SCHOOL.

Student teaching is conducted in the training school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The teacher has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity for learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

SUMMER TRAINING SCHOOL.

A special summer elementary school for directed and demonstration teaching is maintained during the six weeks summer session. The children attend from nine to twelve in the morning.

THE LIBRARY.

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately eighty-five hundred volumes, about two thousand of which are state textbooks, furnished free by the state for the use of the teachers and students in the Training School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for forty-three magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading-room, and a room on the mezzanine floor, 13x75 feet, at present unused, but which will soon be needed to accommodate the overflow of books from the main reading-room.

APPOINTMENT SERVICE.

An appointment bureau is maintained to perform a double service: to help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring the service of the bureau should register early in the year in which they expect to graduate with the chairman of the appointment committee.

LECTURES AND ENTERTAINMENTS.

Public assemblies of students, faculty and visitors are scheduled at least twice every week. (Tuesday and Thursday mornings.) The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers.

The College cooperates with the Arcata Chamber of Commerce in bringing to Arcata, Lyceum and Chautauqua entertainments.

THE ALUMNI.

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the college attended the banquet given in honor of the new president and the faculty. A permanent Alumni Association was organized at this time. Meetings are held three times a year, one at the time of the May graduation, one during the Convention of the North Coast Section of the California Teachers Association, and one at the time of the December graduation. Dues are \$1.00 per year. The following are the officers for the current year: president, Mrs. Edna Stevens, Supervisor of Pleasant Hill School, Arcata; vice-president, Mrs. Alice McKee Reidy, Fortuna; secretary, Miss Alethea Edson, Arcata.

EXTENSION SERVICE.

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a state institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the state. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU.

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the president for further information.

RECREATIONAL OPPORTUNITIES.

COLLEGE TRAILS.

The hills back of the college are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree. Through this beautiful forest the college has laid out a system of trails that is much used by the students and faculty for recreational and nature study purposes.

There are four main divisions of the trail system each with its individual characteristics. A trip over any two of them constitutes a complete round trip from the college, with no duplication of territory or types of scenery. Starting from a point midway between the main college building and the girls' dormitory, we follow the Alder Trail along a deeply-wooded ravine beside a meandering brook. The vegetation and foliage is so dense that the sunshine only succeeds in carving delicate patterns of light and shadow on the trail-side. Red alder trees of remarkable size and vitality line the banks of the stream. The typical undergrowth is huckleberry bushes, salal, salmon-berry, trailing blackberry vines and many large clumps of ferns. For three miles or so the trail continues on a gentle upward slope, the evergreen trees—redwood, spruce and Douglas fir—becoming more abundant at the higher levels, until it emerges into a clearing high up on the face of the hill. The ruins of an old lumber camp and ranch explain the existence of the clearing, and beautifully grouped clumps of spruce and fir, above a clean carpet of grass and flowers, give a park-like appearance to the hillside.

The high point on the trail is soon reached, not very far from the top of Fickle Hill, and the downward route passes for a distance through open fields and pastures belonging to ranches on the Fickle Hill road. From this portion of the trail there is a succession of wonderful panoramas, in which Humboldt Bay holds the center of the picture. The city of Arcata in the foreground, Eureka on the opposite side of the bay, and the forest-clad hills and ocean in the distance complete an unsurpassed landscape composition. In clear atmosphere, the line of breakers can be followed for miles along the ocean beach, and ships can be sighted on the far distant

horizon. From this point back to the college we follow the Wilder Trail, named for a pioneer settler of this region. This is a well-wooded trail, on high ground all the way, bordered by a mixture of redwood, spruce, wax myrtle, Indian lilac, and in some places tall-growing rhododendron bushes. It approaches the south end of the main college building, past a hillside affording delightful glimpses of the town and bay.

The other two trails are known as the Fern Trail and the Ridge Trail. If we leave the south end of the college and follow the edge of the athletic field to the rear of the tennis court, we find the entrance to the Fern Trail just beyond that point. This trail follows another ravine beside a singing brook to a small abandoned reservoir, surrounded by tall guardian trees. Branching sharply to the left at this point, it passes between high banks covered with ferns, sword ferns, deer ferns, wood ferns, lady ferns, ferns of all sizes and shapes. One feels that with such a unique and luxuriant display the trail could hardly have been named otherwise. For half a mile or more the ferns wave their graceful greetings to us, while the tinkling water flows under the tree roots directly beneath our feet. Then we climb up out of the ravine either to the junction with the Wilder Trail or to the junction with the Ridge Trail.

If we elect to return to the college by the Ridge Trail, we descend the ridge between the two ravines traversed by the Alder and Fern trails. This trail might very well have been named the "Deep Woods Trail," for it traverses the most heavily wooded portion of the country in the vicinity of the college. Douglas fir and Sitka spruce are the most common trees in this stand, though there are many redwoods, especially toward the lower end of the trail. Underbrush is scarce and the forest floor is heavily carpeted with fir and spruce needles. So dense is the foliage that twilight falls here long before the more open spaces turn dusky. A curiosity of the trail-side is an enormous dead redwood tree, probably 300 feet high, stripped of bark and spirally convoluted as to surface. The evidence seems to point to lightning as the paralyzer. Very few redwoods ever die of natural causes.

REDWOOD AUTO PARK.

One branch of the college trail system leads to the Redwood Auto Park, owned by the city of Arcata. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best modern auto park equipment, including a particularly home-like community living-room with fire-

place and piano. This room is available to the public and is the scene of many college parties. The park is located about half a mile from the college campus and is equidistant by road or trail. The extensive forest surrounding it gives plenty of opportunity for private picnic parties, undisturbed by regular park campers.

MAD RIVER SWIMMING POOL.

Although there are several good ocean beaches close to Arcata, the water is usually too cold for bathing in comfort. Through the joint efforts of the Arcata Chamber of Commerce and the County Board of Supervisors, however, very good bathing facilities have been provided in the Mad River, only four miles from the college. This is a fairly wide, smoothly-flowing river, with well-wooded banks. A sandy beach slopes gradually into the river, and a sharp bend in the stream at this point insures plenty of deep water near the farther shore. Seen against the background of thickly-matted alder trees, it is a picturesque, as well as commodious, swimming pool. Bath houses and picnic tables have been constructed, and an evening wiener roast is a popular aftermath to the swimming parties.

COAST SAND DUNES.

About four miles west of the college, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle-line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blowouts," long depressions caused by the action of the wind on the less resistant sands, give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the college and the whole bay region. Many of the dunes are covered with a thick growth of flowers that like the sand.

Some of the more conspicuous varieties are the sand verbenas, a creeping plant with pale-green leaves, profusely covered with bright yellow flowers; the beach aster, a hardy and showy flower with yellow center and lilac-colored rays, blossoming late into the winter; and the fig-marigold, with its curious three-sided fleshy stems and gaudy purplish-pink petals.

There are several other less common varieties, such as the primrose, golden-rod, lupine and wild strawberry. A small variety of huckleberry is abundant in autumn in the wooded stretches bordering the dunes.

The sand in the dunes is rather firmly packed and is good hiking territory. Golf can also be played over a considerable portion of it. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, add to the attractiveness of the region.

TRINIDAD COAST.

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata. Here there is a County Free Auto Park with stores and service station and camping facilities on the tree-fringed edge of the beach. This is known as Clam Beach, because twice a month, at full moon and new moon, excellent clam digging is to be had here. They are the large razor clams and are protected by law, only 50 being allowed to one person at a time. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone Beach, a fine expanse of gently receding strand, is reached by a sharply-descending side-road. An inn, sometimes used as a mecca for week-end excursions, is located on the beach. The bluff at the northern end of the beach rises very abruptly from the water's edge, presenting an invitation to the strenuously inclined climber.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the water, connects with an underground cavern which allows the intruding breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water

along the coast, the spray of the breakers dashing over them or far up on their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life. The largest and most attractive of these coves, recently christened "College Cove" by the college classes in Biology that visited it, is located about one-half mile north of the town of Trinidad.

THE LAGOONS.

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast. There is good fishing in the lagoon in season, and many varieties of water birds may be found in the vicinity. The brown pelicans, one of California's most interesting coast birds, frequent the region in large numbers.

CRESCENT CITY TRIP.

Continuing up the Redwood Highway toward Crescent City, we cross Big Lagoon on a handsome newly-completed bridge, a mile and a half in length. Skirting the inside edges of Stone's and Freshwater Lagoons, we cross a divide and descend to the valley of Redwood Creek at the little village of Orick (43 miles from Arcata). Here is a very attractive and well-managed inn which is a popular objective for one-day round trips from the college. Salmon fishing at the mouth of Redwood Creek is very excellent in season. Leaving Orick, we pass through one of the finest redwood groves on the coast. It is called Russ Grove and was recently dedicated at a memorial to the pioneers. The vegetation in these more northerly groves is much ranker than in those south of Arcata. Immense ferns, head high, often monopolize the forest floor. Tall rhododendron bushes, flowering in late spring, offer a gorgeous display of color, though somewhat dwarfed by their redwood companions. For 15 miles the road winds its way



Trinidad Coast.



Moonstone Beach.

among these majestic monsters, crossing the Humboldt County line as it emerges from the forest. Now for a ways it is carved out of the hillside high above the ocean, with open pastures, brilliant with lupine and wild iris in spring time, below. Then it passes over the divide to the Klamath River, which is crossed on a new concrete bridge, known as the Douglas Memorial Bridge. This was completed and opened to traffic in the fall of 1926 after a mighty two-year struggle with the turbulent wintertime floods of the Klamath. The remainder of the route to Crescent City passes through some of the finest scenery on the whole trip. Sometimes circling the hillside pastures above the ocean, again dipping to the sea level near sheltered beaches, and at one point traversing another magnificent four-mile stretch of redwood forest close to the oceanside cliffs, it finally rounds the curve of Crescent City Bay, soon to be the scene of extensive improvement operations, and lands us at the capital city of Del Norte County (84 miles from Arcata). It is a two-way surfaced highway at practically all points, well graded and is being continually improved. Under present conditions the round trip can easily be made from Arcata in one day.

BULL CREEK REDWOOD FLAT.

One of the most popular redwood trips in the county is that to the Bull Creek Flat near Dyerville. This is 56 miles south of Arcata on the Redwood Highway. It is a picturesque trip, following the contour of Humboldt Bay for several miles, then crossing the hills into the lower Eel river valley, a rich dairying region. Scotia (37 miles) is the home of the Pacific Lumber Co. and the seat of what is said to be the largest sawmill in the world. From this point to Dyerville, the road passes through grove after grove of majestic redwood trees. At the bridge near Dyerville, we leave the main highway and follow the right or west bank of the South Fork of Eel River for two miles. Here at the junction of Bull Creek and the river we find the famous Bull Creek Flat of redwoods, said by experts to be the finest redwood grove in existence. There is very little other vegetation in the grove. The forest floor is clean, only a few fallen monsters here and there and an occasional clump of ferns barring the way. The trees stand fairly close together, their deeply-ridged cinnamon brown trunks extending upward for a hundred feet or more without branches. Straight as an arrow, symmetrical to perfection, gigantic in size, often from twelve to fifteen feet in diameter at the base, a few even larger

than that, they draw the eye upward to the compact roof of lace-like bright green foliage three hundred feet or more above. There is one specimen that is said to be nearly four hundred feet high. Shot through with shafts of sunlight, this dense forest canopy becomes a thing of wonder and beauty. To spend the night in this grove, observing its more solemn moods in the dusk of evening or in the eerie half-lights of dawn, is an experience that brings one closer to the Infinite.

LUMBER CAMPS AND SAWMILLS.

Humboldt County contains some of the largest lumbering camps and sawmills in the world. Four of the largest establishments are at Crannell, Korbel, Samoa, and Scotia. Permission can usually be obtained to visit these camps and mills. Crannell is located two miles from the Redwood Highway, and thirteen miles north from Arcata. The logging camps, several miles back in the hills, can be reached by the logging railroad, but special permission must be secured from the company's office to travel over them. The work of hauling huge logs from the forest to the loading station by donkey engine and cable can usually be witnessed at any time, but the felling operations are not always being carried on, and it is well to inquire in advance, if one wishes to see that part of the work. Korbel is located twelve miles northeast of Arcata. Besides the big sawmills, there is a beautiful park just beyond the town, named Camp Bauer. Although it is owned by the lumber company, the public is allowed to use it, and many picnic parties are held there.

SAMOA.

Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata (8 miles) or by boat from Eureka. The big lumber mill draws its raw material from the interior forests by railroad, and deposits the finished product on tidewater, ready to be carried to all parts of the world. A favorite day's trip from the college is to drive to Samoa, make a tour of inspection through the mill, then cross to the ocean side of the peninsula (not over half a mile wide at this point) where a smooth, sandy beach adjoins the higher dunes in the rear of the village. An object of curiosity here is the wreck of the U. S. S. *Milwaukee*. Grounded while attempting to rescue the destroyer *Roosevelt* in trouble during the war, its hulk

has been battered by the breakers until only a shell of its former self remains. A wooden gangway built from the beach to the boat for salvage purposes may still be climbed by the more venturesome. The beach and near-by sand dunes offer an opportunity to while away the remainder of a lazy afternoon.

OTHER TRIPS.

The surrounding country affords a great variety of climate and scenery. Only a few miles east of Arcata the cool ocean-tempered climate gives way to typical California summer weather, with corresponding changes in vegetation. Driving in a northeasterly direction, we soon cross the first range of coast hills beyond Blue Lake over what is known as the Lord Ellis road. This brings us into the hot interior valley region, beyond the redwood belt. Madrone and tan-bark oak, mixed with plenty of Douglas fir, are the typical trees, and hilly grazing lands alternate with orchards and woodlands. Willow Creek (25 miles from Arcata) is the first village to be encountered. This is located on the Trinity River where good swimming, and fishing in season, is to be found. A well-kept hotel and auto camp make this a possible over-night trip, though it can easily be done in one day with an early start. Willow Creek is on the State Highway between Arcata and Redding, and if there is time for a two-day trip, the journey can be extended to Weaverville, the county seat of Trinity County (103 miles from Arcata).

The road north from Willow Creek leads through the Hoopa Indian Reservation to Weitchpec, at the junction of the Trinity and Klamath Rivers. This is one of the wildest and most picturesque parts of the state of California. At this point the ancient bed of the Klamath River lies on the top of Grasshopper Ridge, at an elevation of 2500 feet above the present stream. The village of Orleans, about 16 miles up the river, can be reached by auto road, and nestles among the high hills in a particularly beautiful location. For twelve miles above Orleans the Klamath flows through a gorge 3000 feet deep. From Weitchpec the return trip can be made, if desired, via French Camp and the Bald Hills route to Orick on the Redwood Highway, thence to Arcata without duplication of route. From Weitchpec to the mouth of the Klamath River, about 40 miles, the Indians frequently make the trip in their redwood canoes. Anyone wishing an unusually thrilling and picturesque trip could journey to Weitchpec by stage, engage an Indian to paddle him down the river to Requa, and return to Arcata by stage over the Redwood Highway.

The trip to Kneeland Prairie (elevation 2800 feet), via Bayside and Freshwater, leads through some fine scenery, wooded hills alternating with open pastures. The "Prairie" itself is quite different from the ordinary middle-western conception of the term. It is merely a collection of high, rolling pasture lands, delightfully green and flower-strewn in spring, brown in summer, surrounded by heavy woods and rugged, craggy mountains. A complete round-trip (about 110 miles) can be made by continuing to Bridgeville through some picturesque mountain country, thence following the Van Duzen River back to the Redwood Highway at Fortuna, and so back to Arcata.

There is also some interesting country in the Mattole Valley, reached by a road running directly west from Dyerville on the Redwood Highway. Kings Peak, 4268 feet high, rising straight up from the ocean, may be reached from this valley. This is said to be the highest mountain in California on the ocean's edge. Cape Mendocino, the westernmost point of land in California, is a few miles north of the Mattole. If desired, the circuit may be completed by following the so-called Wildcat Road north through Capetown and Ferndale to the Redwood Highway at Fernbridge (about 150 miles round trip from Arcata)

A trip of about 150 miles through some wonderfully scenic country, though over rather poor but passable roads, is known as the trip "around the block." Leaving the Redwood Highway at Fortuna, the route is up the Van Duzen River to Bridgeville, thence south through some high mountain country to Blocksburg, and on to Alder Point on the main line of the railroad. Crossing the railroad, the route leads up hill for eight miles to the town of Harris, then turns north again and follows Mail Ridge, so-called because the old mail stage from San Francisco used the route before the railroad was built, through Fruitland and Dyerville. This ridge is 3500 feet above sea level and affords extensive views over the whole southern part of Humboldt County.

There are several short round trips from Arcata through the mountain country, all very interesting. The easiest is the one to Bald Mountain via Blue Lake and Korbel, returning via Green Point and the Lord Ellis Road. It is a short hike from the road to the top of Bald Mountain, where one is rewarded by an extensive view. Another circuit may be made via the Fickle Hill Road from Arcata to Butler's Valley, thence across the Mad River, returning via Korbel and Blue Lake. An alternate return route for this trip would be to

turn south before reaching Butler's Valley, connecting with the Kneeland Prairie Road and returning via Freshwater. None of the mountain roads off the Redwood Highway should be attempted by a person who has never done any driving except on city pavements. Although they are all gravel surface roads, maintained by the county, yet there are a good many steep and narrow places in them which should not be attempted by any but experienced drivers.

OTHER ATTRACTIONS.

Sequoia Park, Eureka's city park, is located only a few minutes' drive from the center of the city. It may be reached by a street car line. It has excellent picnic facilities, and is a popular objective for trips from the college. A little rustic cabin with fireplace may be used upon application to the keeper of the park. There is an interesting zoo and duck pond at the park. The Eureka Golf Club is located only five miles south of the city, and a green fee entitles visitors to the use of the grounds. Four concrete tennis courts are available for college students at the Arcata high school, when not in use by the high school students. Excellent fishing can be enjoyed in season in the Mad River, just a few miles north of Arcata, and in the Eel River, about 25 miles south of Arcata. Salmon fishing is best in the fall after the first heavy rains, though many of them are caught in summer at the mouth of the Klamath by trolling. Trout fishing is best in May in the mountain streams east of Arcata. Those who are fond of crabs may indulge in the sport of trapping them, boiling and consuming them on the spot at a public camp ground near the mouth of the Eel River below Ferndale.



EXPENSE.**LIVING ARRANGEMENTS.**

The dormitories and cafeteria are under the supervision of the Home Economics Department. Dormitory accommodations are provided for twenty-five women and twelve men. A wholesome family spirit prevails. Room and two meals per day are available at the rate of \$24 per month. Noon lunch can be had at the college cafeteria. Dormitory students furnish all bedding, including mattress protector, and towels. The cost of board and room in private homes ranges from \$25 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

FEES.

Regular semester registration fee-----	\$1 50
Summer session registration fee-----	15 00
Delayed transcript fee-----	1 00
Late registration fee-----	2 00
Repetition of English A course-----	10 00
Diploma fee at graduation-----	2 75
Student body fee per semester-----	3 00
Summer session lecture fund-----	1 00
Additional transcripts, each-----	1 00
(One transcript free.)	

SELF HELP.

Opportunities for part time employment are often available for young women who are able to assist in housework or in the care of children. The policy of student employment is followed in the college in janitorial, clerical, and cafeteria assistants.

LOAN FUND.

A small loan fund is at the disposal of the college to assist worthy students, enrolled in the three-year professional course, to meet their necessary expenses. Applications for loans should be made to the President.

BOOKSTORE.

The College conducts a cooperative bookstore which handles, without profit, all college text books and supplies.

ADMINISTRATION.

MARKING SYSTEM.

A five-point marking system is used with A, B, C, or D, indicating a passing grade and minus (—) meaning failure. Plus (+) means passed without defining grade; plus-minus ($\pm$), conditioned; inc., incomplete; W, withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes a minus.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED.

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS.

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

To be eligible for the A.B. degree the candidate must have as many honor points as semester units.

COUNTS.

Work done should have both quantitative and qualitative characteristics. Quantity is represented by semester units. Quality is represented by honor points.

Counts represent a combination of quantity and quality. They are the sum of the semester units and the honor points. For example, a B mark in a two-unit subject would yield 6 counts. (2 units plus 4 honor points.)

STUDENT PROGRAMS.

Sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the sixteen-unit program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of "counts." The chart given below is recommended as a guide for the student.

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

Summer session programs are limited to six semester units.

Number of counts earned during current semester	Student load or status for following semester
48 or more-----	18 units
40-47 -----	17 units
24-39 -----	16 units
16-23-----	Less than 16 units
9-15 -----	Probation
0- 8 -----	Disqualification

NOTE.—The above recommendation is based on a marking system that approximates the normal curve of distribution.

PROBATION AND DISQUALIFICATION.

Regular students who earn less than nine counts in any semester are disqualified for attendance during the succeeding semester.

Regular students who earn less than sixteen counts and more than eight counts will be placed on probation during the succeeding semester. During the probationary semester such students must earn more than fifteen counts or become disqualified.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

REPORTS.

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester scholarship reports are made to the students at the end of the first nine weeks of each semester. The marking system for these reports shall be as follows: plus means passing work with a grade of C or better; D means barely passing; minus means failure; plus-minus means conditioned; Inc. means incomplete; W means withdrawn.

For mid-semester purposes each unit of plus shall equal two counts; each unit of D shall equal one count. Students earning less than nine counts, (based on the mid-semester marking system) during the first nine weeks, shall face the possibility of immediate disqualification. Definite action in each case shall be determined by the faculty on recommendation of the Scholarship Committee.

PARTICIPATION IN ACTIVITIES.

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon the recommendation of the instructor or coach in charge of the activity. Participation shall be limited to students who have paid their student body dues. Preference shall be given to students who are successfully carrying scheduled programs of work.

Before recommending that any student participate in any extra-curricular activity, the instructor or coach shall:

1. Look up the official scholarship record of the student concerned for the present and preceding semesters.
2. Discuss with each student the probable effect of such participation on his general scholastic record.
3. Report to the Registrar's office a list of students recommended for each activity and each scheduled performance of the activity.

CLASS ATTENDANCE.

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner. Any instructor with the approval of the Registrar may exclude from his course any student who has neglected the work of the course.

EXTRA-CURRICULAR ACTIVITIES.

STUDENT SELF-GOVERNMENT.

One significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The term one hundred per cent self-government has been aptly used to describe the system, as the faculty retains only such authority and oversight as is necessitated by the administrative jurisdiction and general responsibility as provided by law. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities and to their country.

ATHLETICS.

Mass participation rather than "class" competition is the end for which athletics is conducted at Humboldt State Teachers College: the College hopes to interest in athletics not only groups of students of all abilities but also the individual who is ordinarily barred when athletics is on a severely competitive basis. To carry out this aim the College provided equipment for various sports; it has a large outdoor field and two indoor playing courts; it encourages participation by women; by men; and, in certain sports, by both men and women together. Finally, it furnishes opportunity for men and women students to obtain experience in coaching and training pupils by offering credit courses for athletic work with the training school pupils.

For men students schedules in football, tennis, basketball, baseball, and track athletics are conducted. Student teams are equipped by the Student Body, but all coaching is under the Men's Director of Physical Education. In the fall semester football is the major sport, while an extensive basket-

ball schedule is always played during the winter months. The basketball season culminates with a yearly "big game" with the San Jose State Teachers College. During the spring semester the baseball team takes an extended trip through central California, playing college and university teams en route.

For women students there are interschool, interclass and individual athletics. The interschool athletics consist principally of contests with the girls' teams of the various county high schools in basketball, baseball, tennis and track. The primary aim of this competition is to cooperate with the high schools in their efforts to develop friendly and sportsman-like athletic relations. The woman's interclass athletics include basketball, baseball, hockey, soccer, and speed ball. The school's object of "mass participation" has been attained in these interclass competitions: in basketball alone about 75 per cent of the women students participated. For the woman student, however, who is not interested in competitive sports, opportunity for individual recreation is provided in hiking, in archery, and on the small golf course, and at the indoor driving cage for golf.

An especially attractive feature in connection with athletics for women at Humboldt is the organization known as the Women's Athletic Association. Members of this organization have aroused interest in recreational sports among the College women by a system of awards for participation. Under this system points are given for making a college team, for making a class team, and for participation in the individual sports such as archery, golf, quoits, tennis, and hiking. Members of the association also assist the women's games at the College; in addition, they arrange for social functions for the women in athletics. One of the most noteworthy achievements of the women's athletic association is the annual Play Day, whereby large numbers of girls from the nearby high schools meet at the College and take part in athletic events, on a social rather than a competitive basis.

In the carrying out of its ideal of mass participation in athletics, the College has also developed a unique system in its intra-mural athletics; namely, mixed athletics in which men and women compete in such sports as tennis and volley ball on equal terms, both men and women students being on the same teams. Each year there are several mixed doubles tennis tournaments and a mixed volley ball tournament. The College authorities believe that the mixed playing promotes a spirit of camaraderie between the men and women students.

Athletics at Humboldt offer practical training to future teachers as well as promoting the ideas of recreation and camaraderie. Practically all the college sports are duplicated by the pupils in the training school maintained by the College. Special credit work is arranged for college students who have the ability for, and who wish to get experience in conducting elementary school athletics and in handling children on the playground.

COLLEGE LYCEUM.

To provide an opportunity for adequate expression of musical and dramatic ability, and to acquaint the general public with the work of the College, a Lyceum Entertainment is prepared annually by the Department of Speech and Music.

In 1926 twenty of the Collegians appeared before twenty-two different audiences in northwestern California. The season was closed with a two-hour program from Radio Station KPO, San Francisco, on April 29th.

THE ASSOCIATED WOMEN STUDENTS.

The Associated Women Students is an organization which has for its purpose the furthering of cooperation among the women of the student body and the faculty. In carrying out this purpose the Big Sister Movement has been adopted. In addition the Big and Little Sisters have been divided into groups and each group assigned to a woman faculty member advisor known as the "faculty mother." Besides the assistance rendered by the Big Sisters in school work and social adjustment, each group plans to make some contribution to the school. Other activities and clubs include: The Women's Athletic Association, the Girls' Glee Club, the Program Committee and Hospitality Committee. Plans for this year include sending a delegate to the Y. W. C. A. convention at Asilomar and providing a scholarship fund for one of our girl students.

LITERATI.

The Literati is an honorary organization composed of students who have an interest and some degree of skill in one or more of the phases of speech and dramatic arts which include public speaking, debating, literary interpretation, story telling, and drama. The Literati has a dual purpose, viz. self-improvement of its members, and service to Humboldt State Teachers College. The members of the Literati meet in the College social unit once each month for dinner and a program.

This group of students have, so far, adopted two annual affairs for which they will be responsible; the annual Pioneers Program in September, and the Speech and Drama Contest in February. Each fall, soon after college opens, all the pioneers of Humboldt County are invited to the College for a program, designed to do honor to the early settlers of this country, and to acquaint the younger generation with the early history of Humboldt Wonderland which we now occupy. In February each year the speech and drama contest for high school students is held at the College. The Literati members not only help to work out details and help to carry on the contest but they also serve a banquet and act as host to all the visiting high schools.

COSMOPOLITAN CLUB.

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of understanding of all peoples and foster international good will." Open-mindedness and a desire to make a fruitful contribution to the organization's life are the only qualifications to membership.

The club meets one afternoon a week in the social unit and devotes at least one hour to the discussion of a problem decided upon by the members at the previous meeting. Ample literature on each topic is available and members are requested to become acquainted with all the angles of the question under consideration before discussion takes place. Once a month the club meets in the evening when dinner is served followed by an address and social program.

SOCIAL LIFE.

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body is in general charge of all social activities in the College and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students various channels of self-expression through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure happiness in college life by creating opportunities for whole-

some recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizens.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining high standards of conduct and scholarship. The Cosmopolitan Club brings the student in contact with various problems of national and international scope. The College Lyceum Course and the Dramatic Club offer opportunities in the music and dramatic fields. The College Civic Club is active in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged. Special interscholastic athletics and play days for women are arranged by the Women's Athletic Association, and lectures, dances, class parties, and other social functions contribute to enliven and develop social relationships. The Alumni Association is active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.





Front Entrance.

ADMISSION.

ALTERNATE QUALIFICATIONS.

(a) Graduates of public high schools of California, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to that University, and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed may be admitted to undergraduate standing.

A graduate of a California high school qualifying under (a) must present Form A, properly filled out, including the principal's recommendation that the student is capable of entering the University of California.

(b) Teachers holding valid primary, elementary, kindergarten, kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the teachers colleges of this state, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

(d) Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

(e) Graduates of junior colleges entering teachers colleges after January 1, 1925, shall be required to complete a minimum of forty-two additional units of work in the teachers colleges to qualify for the general elementary or general kindergarten-primary diploma. Professional work taken during summer session may be counted toward the twenty-four semester hours of professional work in education required for graduation.

(f) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for high school teachers certificate, and holders

of bachelors' degrees issued by American colleges and universities which are on the latest accredited list of the Carnegie Foundation, may be admitted and given such undergraduate standing as may be determined by the faculty of the College; provided, that such persons may be graduated only after completing a minimum of sixteen units of professional work in the teachers college.

(g) Persons not qualifying under any of the above regulations who have satisfied the president of the teachers college concerned that they have completed a regular four-year high school course or the equivalent, and who have passed acceptable examinations in three-fourths of the units of work required for high school graduation, may be admitted to undergraduate standing. Only the examinations given for admission to the University of California or any other institutions in California authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and the examination given by the College Entrance Examination Board, shall be accepted as meeting this requirement.

(h) Persons over twenty-four years of age, not possessing the credentials prescribed above, may be admitted to undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements.

(i) Persons in the service of or honorably discharged from the service of the naval or military forces of the United States, or any auxiliary agencies recognized by the Department of War during the recent World War, who have reached the age of twenty-one years, not possessing the credentials prescribed above, may be admitted to undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements.

COMMON QUALIFICATIONS.

Moral Character.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons, who, if of proper age, would be admitted to the public schools of the state without restriction.

Physical Examination.

On entrance, just before graduation and at any other time necessary a physical examination by the college physician will be required.

English A.

On the Saturday preceding the opening of each semester all students entering the Teachers College for the first time must take the examination in "English A." Students failing to pass this examination will be enrolled in the two-hour non-credit course in English A preparatory to trying the next examination offered in the subject.

College Aptitude Test.

All entering students are required to take College Aptitude Test. It will be scheduled at some convenient time during the first part of the semester.

Fundamentals.

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, reading, writing, arithmetic, spelling, history, geography. Students whose skill in the fundamentals are not up to the standard necessary in the ordinary functions of life may enroll in the "Opportunity Class in the Fundamentals."

The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects no college credit is given for it.

Necessity for enrolling in the "Opportunity Class" will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standard tests and measurements; by the judgment of the student at any time that he needs the work.

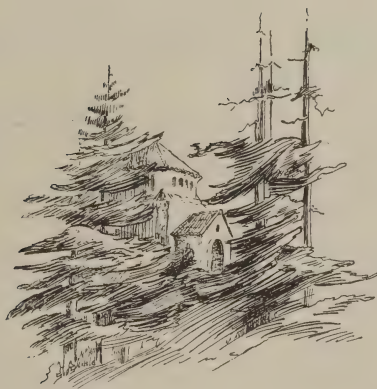
ADVANCED STANDING.

Advanced standing will be given to students who come from other institutions of recognized collegiate rank. Every such student is required to present a certified statement of his college record, together with a statement showing in detail the basis upon which the applicant was matriculated and the preparatory subjects for which matriculation credit was given.

Holders of teachers' certificates recognized by the California State Board of Education may be admitted with advanced

standing. Verified statements of successful teaching experience must be presented by the teacher.

Minimum residence requirements are as follows: 24 units for the three-year course; 32 units for the degree course.



GRADUATION.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR THREE-YEAR COURSE.

The regular three-year teacher training course prescribed in accordance with law, the regulations of the State Board of Education, and the regulations of the Faculty of the College requires for graduation ninety-six units. The required subjects are marked with an *.

Subject Requirements—Lower Division.

ART.

	Units
*Public School Art-----	3

3

EDUCATION.

*Introduction to Education-----	2
*Arithmetic Methods 1A-----	1
*Silent Reading -----	2
*Curriculum and Methods-----	2

7

PSYCHOLOGY.

*General Psychology -----	3
*Educational Psychology -----	3

6

ENGLISH.

*English 1A -----	3
*Public Speaking 1A-----	3
*Children's Literature and Story Telling-----	3

9

MUSIC.

*Sight Singing -----	1
*Public School Music -----	2

3

NATURAL SCIENCE.

*A year course-----	6
*Elements of Geography-----	3
*Nature Study -----	3

12

PHYSICAL EDUCATION.

*Hygiene -----	2
*Activities for adults, one-half unit each semester-----	1½
*Plays and Games for Children-----	½
*Organization of Physical Education-----	2

6

SOCIAL SCIENCE.

	Units
*A year course.....	6
*Economic History of the United States.....	3
*American Government	3
	12

Subject Requirements—Upper Division.

EDUCATION.

*Practice Teaching	10
*Educational Measurements	3
*Objectives in Education (Principles of Education).....	3
*Education for Citizenship.....	2
*Public Education in California.....	2
	20

PHYSICAL EDUCATION.

*Activities for adults, one-half unit each semester.....	1
	1

Group Requirements—Lower Division.

English	6 units	Physical Education	6 units
Psychology	6 units	Natural Science.....	12 units
Education (Upper and Lower Division).....	24 units	Social Science.....	12 units

In addition to the six groups listed above two groups of 6 units each to be selected from the following list:

Education	Agriculture
Art	Biological Science
English	Chemistry
Music	Physics
Economics	Home Economics
History	Industrial Arts
Political Science	Logic
Sociology	Mathematics
Physical Education	Romanic Languages

Public School Art and Public School Music may be counted under Education.

Group Requirements—Upper Division.

One group of 6 units of *Upper Division* subjects.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR FOUR-YEAR TEACHER TRAINING DEGREE COURSE.

The regular four-year teacher training degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the Faculty of the College requires for graduation 124 semester units. The required subjects are marked with an *.

Subject Requirements—Lower Division.

ART.	Units
*Public School Art-----	3
	3
EDUCATION.	
*Introduction to Education-----	2
*Arithmetic Methods 1A-----	1
*Silent Reading -----	2
*Curriculum and Methods-----	2
	7
PSYCHOLOGY.	
*General Psychology -----	3
*Educational Psychology -----	3
	6
ENGLISH.	
*English 1A -----	3
*Public Speaking 1A -----	3
*Children's Literature and Story Telling-----	3
	9
MUSIC.	
*Sight Singing -----	1
*Public School Music-----	2
	3
NATURAL SCIENCE.	
*A year course-----	6
*Elements of Geography -----	3
*Nature Study -----	3
	12
PHYSICAL EDUCATION.	
*Hygiene -----	2
*Activities for adults, one-half unit each semester-----	1½
*Plays and Games for Children-----	½
*Organization of Physical Education-----	2
	6
SOCIAL SCIENCE.	
*A year course-----	6
*Economic History of the United States-----	3
*American Government -----	3
	12

Subject Requirements—Upper Division.

EDUCATION.		Units
*Practice Teaching	-----	10
*Educational Measurements	-----	3
*Objectives in Education (Principles of Education)	-----	3
*Education for Citizenship	-----	2
*Public Education in California	-----	2
PSYCHOLOGY.		20
*Advanced Educational Psychology	-----	3
PHYSICAL EDUCATION.		3
*Activities for Adults, one-half unit each semester	-----	2
		2

Group Requirements—Lower Division.

English	6 units	Physical Education	6 units
Psychology	6 units	Natural Science	12 units
Education (Upper and Lower Division)	24 units	Social Science	12 units

In addition to the six groups listed above two groups of 6 units each to be selected from the following list:

Education	Agriculture
Art	Biological Science
English	Chemistry
Music	Physics
Economics	Home Economics
History	Industrial Arts
Political Science	Logic
Sociology	Mathematics
Physical Education	Romanic Languages

Public School Art and Public School Music may be counted under Education.

Group Requirements—Upper Division.

Two groups of six units each of upper division subjects must be elected.

Including upper and lower division courses at least one minor of 12 units (6 in lower division and 6 in upper division) must be completed in one department other than Education.

Students planning to use the A. B. degree as a basis for further work leading to a secondary credential from the State Board of Education should have a second minor.

Notes.

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than education may be allowed in the combined lower and upper divisions.

Students entering without two years of mathematics and two years of one foreign language must complete one year (6 units) of mathematics and one year of a foreign language (10 units).

RECOMMENDED SEQUENCE—THREE AND FOUR YEAR TEACHER TRAINING COURSES.

February, 1927.

	Lower Division				Upper Division			
	Freshman year		Sophomore year		Junior year		Senior year	
	Sem. I	Sem. II	Sem. I	Sem. II	Sem. I	Sem. II	Sem. I	Sem. II
Ten Unit Course					Practice Teaching			
Three Unit Courses	English 1A Nat. Science Soc. Science Gen. Psych.	Pub. Sch. Art Nat. Science Soc. Science Educ. Psych.	Pub. Spk. 1A Elem. of Geog. Econ. Hist. U. S. Group Elec.	Ch. Lit. & St. TL Nature Study Amer. Gov't Group Elec.	Educ. Meas. Group Elec.	Obj. in Educ. Elective Group Elec.	Adv. Ed. Psych. Elective Group Elec. Group Elec.	Elective Elective Group Elec.
Two Unit Courses	Intro. to Educ. Hygiene	Elective	Silent Reading Pub. Sch. Music	Curriculum Org. of Phy. Ed.		Educ. for Citiz. Pub. Ed. Calif.	Elective Elective	Elective Elective
One Unit Courses		Sight Singing Arith. Meth. 1A						
Half Unit Courses	Phy. Act.	Phy. Act.	Plays & Games	Phy. Act.	Phy. Act.	Phy. Act.	Phy. Act.	Phy. Act.
First Group Elective.....				Upper Division.				
Second Group Elective.....				First Group Elective.....				
				Second Group Elective.....				



Looking North.



Training School Arcade.

TWO YEAR JUNIOR COLLEGE COURSES.**Aims and Purposes.**

The Junior College courses are designed for four different groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Science in a college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the course leading to the junior certificate in the College of Letters and Science.

(b) Students planning to obtain a degree in a College of Applied Science or in a Professional School and who wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of work in the Junior College will be accepted in the special field in which they are planning to prepare.

(c) Students who are working for the Two-Year Diploma issued by the State Board of Education to Junior College graduates.

(d) Special students enrolled for particular courses only.

Junior Certificate Curriculum.

The requirements for the Junior Certificate in the College of Letters and Science are sixty-four units of college work including the following:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language, 15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics; Elementary Algebra and Geometry.

(d) Natural Science; 12 units from Biology, Physics, Chemistry. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

* (1) English, Public Speaking.

(2) Foreign Language (additional to b).

(3) Mathematics (additional to c).

* (4) Economics, History, Political Science.

(5) Philosophy, Logic.

NOTE.—It is recommended that the student choose two of his year courses from (1) and (4).

Junior College Diploma.

Requirements for the Junior College Diploma issued by the State Board of Education are sixty-four units, distributed as follows:

	Units
English A -----	—
English -----	6
Physical Education -----	4
Social Science -----	6
Science and Mathematics -----	6
Additional—an arrangement of courses showing twenty hours of work in one department-----	20
Electives -----	22
	—
	64

Recommended Sequence of Junior College Subjects.**FRESHMAN YEAR**

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
Biology 1A -----	3	Biology 1B -----	3
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Economics 1A -----	3	Economics 1B -----	3
European History 4A-----	3	European History 4B-----	3
Mathematics 3A -----	3	Mathematics 3B -----	3
Hygiene -----	2	Educ. Psychology -----	3
Gen. Psychology -----	3	Public Speaking 1A-----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 56A -----	3	English 56B -----	3
Chemistry 1A -----	5	Chemistry 1B -----	5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Political Science 1A-----	3	Political Science 1B-----	3
History Americas 8A-----	3	History Americas 8B-----	3
Mathematics 4A -----	3	Mathematics 4B -----	3
Logic 1A -----	3	Logic 1B -----	3
Elem. of Geography-----	3	Econ. Hist. of U. S.-----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts.

SUMMER SESSION COURSES.

This chart gives a quick survey of courses to be offered in the 1927 Summer Session. Descriptions may be found on the following pages:

ART.

Public School Art.
Elementary Handwork.
Appreciation of Art.

EDUCATION AND PSYCHOLOGY.

Administration and Supervision Credential Courses.

School Administration and Supervision.
School Organization and Supervision.
Growth and Development of the Child.
Philosophy of Education.
Educational Tests and Measurements.
History of Education in the United States.
The Curriculum.
The Elementary School Curriculum.
The Work of an Elementary School Principal.
The Supervision of Instruction.
Problems of Supervision.
Rural Education.
Educational Sociology.
Modern Practice and Experiment in Education.

Special Requirements for the Elementary and Junior High School Credential Courses.

Principles of Elementary Education.
Principles of Junior High School Education.
Public Education in California.
Education for Citizenship.
United States Constitution.

Diploma and Elective Education Courses.

Educational Psychology.
Advanced Educational Psychology.
Introduction to Education.
Library Training.
Silent Reading.
Practice Teaching.
Primary Methods.

ENGLISH.

English A.
English 1A.
News Writing.

HOME ECONOMICS.

Nutrition.

INDUSTRIAL ARTS.

Elementary Woodwork and Methods in Teaching Woodwork.
Pottery.
House Planning.

MUSIC.

Ear Training
Sight Singing.
Public School Music.
Music Appreciation.

NATURAL SCIENCE.

Nature Study.
Elements of Geography.
Appreciation of Nature.

PHYSICAL EDUCATION.

Organization of Physical Education.
Plays and Games for Children.
Growth and Development of the Child.
Tennis.
Natural Dancing.

SOCIAL SCIENCE.

American Government (U. S. Constitution).

SPEECH AND DRAMA.

Public Speaking 1A.
Children's Literature and Story Telling.
Play Production.



COURSES OF INSTRUCTION.

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99 inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division. Or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199 inclusive.

Summer Session Courses are so indicated at the end of the description of the course.

The abbreviation d.h.r. means days and hours to be arranged with the instructor.

ART.

1. *PUBLIC SCHOOL ART.

This course is designed to aid prospective teachers in elementary instruction and also to furnish a good foundation for further art study. It aims to develop the power of observation and appreciation of beauty in school surroundings, in pictures and in nature; second to gain fundamental facts about form, color and design. Emphasis is placed upon first getting the idea to express, then representing it on paper, or the drawing.

Three units, three one-hour periods per week. (1927 summer session, two units.)

2. ELEMENTARY HANDWORK.

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving using paper, reed, raffia and pine needles is emphasized.

Two units, two one-hour periods per week. (1927 summer session, two units.)

3. ART APPRECIATION.

The development of pictorial art, sculpture, and architecture from the earliest time to the present forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of the principles of artistic composition.

Two units, two one-hour periods per week. (1927 summer session, two units.)

4. BASKETRY.

This course includes the use of basketry materials in braided, knotted and woven work.

One or two units, d.h.r.

5. DESIGN.

A study of the elements and principles of art structure fundamental to further art work. Making original designs and learning color theory and harmonies by applying them to the patterns designed.

Three units, three one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three units, three two-hour periods per week.

7. MECHANICAL PERSPECTIVE.

Drawing of buildings and landscape settings. Mechanical application of direction of lighting and position of shadows. Projection of buildings into perspective views of different angles.

Two units, two one-hour periods per week.

101. ADVANCED FREEHAND DRAWING AND PAINTING.

First principles of figure, pose or action drawing combined with landscape perspective study. Special emphasis being placed on composition of picture.

Three units, three one-hour periods per week.

102. APPLIED DESIGN.

Advanced problems in original designs suitable for industrial uses; such as block print and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses.

Three units, d.h.r.

103. CRAFTS.

Textile decorations by use of batik, block prints, stencils and dyeing. Leather tooled projects, such as card cases, purses, book covers in simple hand sewed construction.

One or two units, d.h.r.

110. ART TEACHING METHODS.

A study of presentation of lessons in observation and drawing; correlation of Art with other subjects; discussions of application to surroundings and work; and opportunity for demonstration lessons.

Prerequisite: Courses 1 and 2.

One unit, d.h.r.

EDUCATION AND PSYCHOLOGY.

1. *GENERAL PSYCHOLOGY.

This course comprises a study of the facts relating to the physical basis of mind, the nature of the mental process, and the laws governing mental action, together with a study of the resulting behavior. The formation of correct study habits on the part of the students themselves is emphasized. Through self-observation of the ordinary mental experiences of the individual as supplementary to the material of the text

and lectures, the work is supplemented in terms of the personal experience of the student thus enabling him better to understand the fundamental principles underlying human behavior.

Three units, three one-hour periods per week.

2. *EDUCATIONAL PSYCHOLOGY.

Following General Psychology this course embraces the study of the basic facts and principles of mental activity and applies them to the specific problems of teaching. The capabilities of the child as an individual are studied in the light of the general facts of psychological procedure with special emphasis on the laws of learning and of habit formation. Pedagogical problems are given practical application through the study of the individual child under actual schoolroom conditions.

Three units, three one-hour periods per week. (1927 summer session, two units.)

101. ADVANCED EDUCATIONAL PSYCHOLOGY.

This course includes an intensive study, with some experimentation, of the nature of learning including capacity to learn and the laws of the learning process. The work will also emphasize the training of children who vary from the normal in mental ability.

Prerequisites: General Psychology and Introductory Educational Psychology.

Three units, three hours per week. (1927 summer session, two units.)

3. *INTRODUCTION TO EDUCATION.

The purpose of this course is to set before the student the opportunities and problems of the teaching profession and to help him to understand the part education plays in modern society. As it is introductory to all the other courses in this department it should be taken the first semester after entrance.

Two units, two one-hour periods per week. (1927 summer session, two units.)

4. LIBRARY TRAINING.

Instruction, classroom discussion, and problems in (1) the use of libraries; (2) the organization of libraries and the various technical processes of library work, with special emphasis on school libraries.

One unit, one one-hour period per week. (1927 summer session, one unit.)

5. *SILENT READING.

Silent reading is the basic activity of all elementary education. All school work involves reading in study of some type and is thus fundamentally dependent upon the ability of the child to grasp speedily and comprehensively the full meaning of the material he reads by himself. Since practically every other school activity depends upon the ability of the child to read silently and intelligently, this course aims to give the prospective teacher the orientation, the understanding and the appreciation of its value as a most important factor in the success of the child in all school work, and also provide the working knowledge of the mechanism and the mental processes involved in silent reading.

Two units, two one-hour periods per week. (1927 summer session, two units.)

6. *ARITHMETIC METHODS IA.

General principles of the teaching of arithmetic based upon experimental investigations form the basis of this course. Special aspects of the state text receive special comment and are given a psychological interpretation.

One unit, one one-hour period per week.

7. *CURRICULUM AND METHODS.

The outstanding feature of this course is the establishment of the basic principles which determine the nature and scope of the subject matter to be taught in the schools and also those which underlie all teaching procedure as interpreted in the specific terms of the particular subject and the individual pupil to be taught. The study of the curriculum and of methods finds its highest value in application to the problems of individual creative education in which each child is given the opportunity to work out his own progress under the intelligent stimulation of the teacher and the school. *Subject matter* is emphasized as the material, while *method* is the educational procedure necessary to provide the learning conditions which will secure the natural initiative and the creative activity of each individual pupil.

Two units, two one-hour periods per week.

102. *PRACTICE TEACHING.

Efficiency in teaching can only be attained through the right kind of practice. This requires concentration on the problems involving the child taught rather than upon the subject matter as an end in itself. It involves the necessity of working under school conditions as they are. This course aims to provide the practical opportunities necessary to interpret the material of instruction in terms of the individual needs of the pupil under trained supervision.

Upper division course, ten units; five half days per week for one semester. (1927 summer session, four units.)

103. *EDUCATIONAL MEASUREMENTS.

This course is taken simultaneously with practice teaching, thus providing the opportunity for practical application of principles and procedures involved under actual teaching conditions. Its main purpose is to place before the student the salient principles and fundamental processes involved in the practical use of standard tests in elementary school work. Various types of achievement tests are studied and a distinct effort is made to interpret the testing procedure according to the limitations and special problems of the small school system and to utilize it in diagnostic and remedial work. A study of the nature of intelligence tests of both group and individual types used in the placement and individual consideration of pupils form an important part of the work. Statistical computation and representation is limited to that necessary for recording and properly interpreting results.

Three units, three one-hour periods per week. (1927 summer session, two units.)

104. *OBJECTIVES OF EDUCATION. (Principles of Education.)

The two main objectives in this course are first, the interpretation of life values and purposes as embodied in social relationships, history, literature, and the arts; and second, life contacts as determined by science. It embraces the meaning of experienced learning, teaching,

method, and other phases of educational procedure as interpreted in terms of changing conceptions in goals in education. This course consists of the study of the important problems involved in educational publicity together with practical application of the basic principles which must be understood to secure this necessary cooperative contact in order that both the schools and the public may progress together.

Three units, three one-hour periods per week. (1927 summer session course, two units:)

105. *EDUCATION FOR CITIZENSHIP. (Civic Education.)

The purpose of this course is two-fold, to define the nature and scope of citizenship in its bearing on the individual as a member of the social unit, and to provide the prospective teacher with the concepts and methods necessary to present properly the facts and principles of good citizenship to the children in the schools. Actual problems arising from the social needs of the school are taken as a basis of the work. This practical application brings each student into actual contact with the fundamental problems involved in the fact of citizenship. From the school group to the community and the state are logic steps.

Two units, two one-hour periods per week. (1927 summer session, two units.)

106. *PUBLIC EDUCATION IN CALIFORNIA. (School Law.)

A study of the structure, organization, and administration of the California school system, as given in the School Law of the State, and as interpreted by the rulings of the State Board of Education, the Attorney General, and the California courts. Intended to give to prospective teachers a conception of the historical development and the main features of the California school system.

Two units, two one-hour periods per week. (1927 summer session, two units.)

107. ELEMENTARY STATISTICS.

This course stresses the logic of statistics from the standpoint of elementary mathematics, and emphasizes its application to social, educational, and mental measurements. Those passing this course will find themselves to be equipped with the fundamental statistical devices commonly used in psychological and educational work. Such knowledge is essential to an intelligent reading of modern educational literature.

Three units, three one-hour periods per week.

110. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular attention is given to the problem of individual differences and to the articulation of the elementary and secondary schools.

Two units, two one-hour periods per week. (1927 summer session, two units.)

115. PRIMARY METHODS.

This course deals with improved methods of teaching the fundamental subjects in the primary grades and showing their application in concrete situations. Readings, reports, observation in the Demonstration School, and discussions will be required.

(1927 summer session, two units.)

120. SCHOOL ADMINISTRATION AND SUPERVISION. (School Organization and Supervision.)

An introductory course dealing with the main problems of supervision and administration of elementary and junior high schools. Administration and Supervision Credential Course.

(1927 summer session, two units.)

121. THE GROWTH AND DEVELOPMENT OF THE CHILD.

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps. Administration and Supervision Credential Course.

Two units, two one-hour periods per week. (1927 summer session, two units.)

122. HISTORY OF EDUCATION IN THE UNITED STATES.

A study of the evolution of the American Public School System, including a study of the vital forces which have shaped our current educational ideals and practices. Administration and Supervision Credential Course.

(1927 summer session, two units.)

123. THE ELEMENTARY SCHOOL CURRICULUM. (The Curriculum.)

A study of the principles involved in the construction of the curriculum of the elementary school, including the underlying educational philosophy and social background of the various subjects. Discussions of recent surveys and investigations in this field and some practical problems in the organization of model curricula. Administration and Supervision Credential Course.

(1927 summer session, two units.)

124. PHILOSOPHY OF EDUCATION.

This course will be a study of our educational system as one of the agencies created by the American people to perpetuate and accelerate our progressive civilization. It will trace the evolution of the more fundamental philosophies of education, and show the evolutionary process by which our modern educational ideals have been attained. Administration and Supervision Credential Course.

(1927 summer session, two units.)

125. THE PRINCIPAL AND HIS SCHOOL. (The Work of an Elementary School Principal.)

A practical course dealing with the various phases of the administration and supervision of a modern elementary school, including the organization of the school, classification of pupils, supervision of instruction, and problems of faculty, student and community relationships. Administration Credential Course.

(1927 summer session, two units.)

126. PROBLEMS OF SUPERVISION. (The Supervision of Instruction.)

This course deals with the development of supervision and with its aims as they have been stated from time to time, with special emphasis

on the point of view of the present, and on the technique for their realization. School organization, outlines of subject matter, lesson plans, conferences, testing, programs both for children and teachers, teaching methods and their place in a progressive system will be carefully analyzed. The course will center about the conception of the teacher as the most important single factor of the school system, and the development of the personality of the teacher as the chief concern of the supervisor. Administration and Supervision Credential Course.

(1927 summer session, two units.)

127. RURAL EDUCATION.

The institutions, organizations, and conditions of rural communities throughout the United States and especially in California will be stressed. The rural school as the integrating factor in rural life will be placed in its proper perspective. The teacher as an exponent of the larger vision of the country in its economic, intellectual, and social relations to the urban communities will be specially emphasized. In the discussion of the curriculum, organization and methods of rural schools, attention will be given to the opportunity of rural teachers to assume a position of leadership in educational thought and practice in the state. Administration and Supervision Credential Course.

(1927 summer session, two units.)

128. MODERN PRACTICE AND EXPERIMENT IN EDUCATION.

This is a course covering modern experimental schools, including the work of teachers colleges, normal schools, public and private schools in both Europe and America. The method of approach will be first to make a study of the educational principles upon which the experiment is founded to check the practice described to see how nearly it conforms to the principles set forth, with a final evaluation of the experiment from the standpoint of the soundness of the principle, the feasibility of the practice, and the contribution to educational thought. Supervision Credential Course.

(1927 summer session, two units.)

129. EDUCATIONAL SOCIOLOGY.

A study of education in its social aspects—that is, from the standpoint of its alignment with valid purposes in life, is made in this course. Just as educational psychology aims to show how education should be adjusted to the needs of the individual, so this course aims to show how education should be adjusted to the needs of society. To this end, it attempts to analyze the methods by which the objectives of school education can be scientifically determined, to test these objectives by the principle of their relative contribution to social well-being, and to enable the future teacher or school administrator to think of education in terms of preparation of abilities for meeting the specific needs of group life. Supervision Credential Course.

(1927 summer session, two units.)

ENGLISH.

*ENGLISH A.

English A is a review of English fundamentals—grammar, diction, spelling, punctuation, sentence structure—with some theme organization. This course is required of all students who do not pass the Subject A examination. Two one-hour periods per week. No College credit.

(1927 summer session.)

1A. *ENGLISH COMPOSITION.

Training in practical expository writing is the aim of this course. Emphasis is placed on collecting material, on arranging this material in logical form, and on presenting it in clear, idiomatic English as if for possible publication. English 1A is required of all Teachers College students. Prerequisite: English A or the passing of the Subject A examination.

Three units, three one-hour periods per week. (1927 summer session, two units.)

1B. ENGLISH COMPOSITION.

English 1B is a literature and composition course. Practice is given in the writing of narration and description, and a study is made of examples of different types of literature. Prerequisite: English 1A.

Three units, three one-hour periods per week.

30. RECREATIONAL READING 1A.

The purpose of this course is to introduce the student pleasantly to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

One unit, two one-hour periods per week.

31. RECREATIONAL READING 1B.

The purpose of this course is to introduce the student pleasantly to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly non-fiction. Prerequisite: Recreational Reading 1A.

One unit, two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.

The beginnings of English language and literature and the main aspect of their development down to the Elizabethan Age are studied.

Three units, three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

This course embraces the leading movements in the development of English literature from Ben Jonson to present day writers, including a brief survey of American literature in its relation to the history of English literature.

Three units, three one-hour periods per week.

100. NEWS WRITING.

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements. Prerequisite: English 1A, except by special permission.

Three units, three one-hour periods per week. (1927 summer session, two units.)

114-A. SURVEY OF ENGLISH DRAMA TO 1642.

This course will give an outline of the history of English drama from the Miracle Plays to 1642. Representative plays of each period are read.

Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

114-B. SURVEY OF ENGLISH DRAMA FROM 1642.

This course will give an outline of the history of English drama from 1642. Representative plays of each period are read. Although 114-B is designed as a continuation of 114-A, the students may elect 114-B without having had 114-A. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

115. HISTORY OF THE ENGLISH LANGUAGE.

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three units, three one-hour periods per week.

117. SHAKESPEARE.

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

151. CHAUCER.

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

HOME ECONOMICS.**1. CLOTHING SELECTION.**

A study of the adaptation of design to human figure, and the adaptation of color to the skin. A study of the essentials of being well dressed; hat and accessory selection; hygiene of clothing. It deals with the wearing qualities, and other values of textile fibres and of common fabrics also weekly care of clothing, repair of clothing, and removal of stains.

Of equal interest to both men and women.

One unit, one one-hour course per week.

2. CLOTHING 1.

A study of the essentials in garment fitting; learning to cut any type of neck line; learning to design and fit any type of collar to this neck line; making of plackets, set in pockets, sleeves, constructing slip, gown or bungalow apron, making simple dress, constructing more difficult dress.

To be taken as a one-unit course or as a two unit course in connection with Clothing Selection or with Clothing Selection as a prerequisite.

One unit course, three one-hour periods per week.

Two unit course, five one-hour periods per week.

3. CLOTHING 11.

General consideration of the economic problems in clothing production; some work in costume designing; practice in the making of wool and silk garments and children's dresses. The aim is greater independence, originality, and skill in handling different materials. Prerequisite: Clothing 1.

Three units, three two-hour periods per week.

4. COSTUME DESIGN.

A study of line, color and textiles in relation to costume for different types, occasions, and seasons.

Two units, two one-hour periods per week.

5. MILLINERY.

A course dealing with the selection of the ready-made hat, the making of simple buckram and wire frames, the choice of materials, and making of different types of hats and ornaments, also the renovation of old hats will be offered.

Two units, two two-hour periods per week.

6. FOODS AND HOMEMAKING.

This is a brief study of the food needs of the body and of food composition. A study of home equipment, and a systematic study of the daily and weekly routine, routing, and arrangement of the home. A study of meal costs as related to income, comparative costs of meals and menus; bulk or small quantity buying, seasonal cooking, the emergency shelf, conveniences, cleaning methods, and house furnishing.

Two units, two one-hour periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS (for men and women).

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two units, two one-hour periods per week. (1927 summer session, two units.)

8. HOME ECONOMIC EDUCATION.

A study of the contents of sewing and food courses. It includes the making of models for the various grades. A study of standards of teaching; standards for the laboratory, for the equipment selection, for lighting, for sanitation and space. Prerequisite: High school sewing or Clothing 1 and Foods and Homemaking or Elementary Nutrition and Dietetics.

One unit, one-hour period per week.

INDUSTRIAL ARTS.

1. ELEMENTARY WOODWORK.

This course is intended for those students who have never before had any experience with woodworking tools and who wish to take away with them some knowledge of the subject. The general principles of the work will be covered and one or two pieces made.

One unit, one two-hour period per week.

5. POTTERY.

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for hand-work.

All of the processes are taken up, from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three units, two or three two-hour periods per week. (1927 summer session, two units.)

7. MECHANICAL DRAWING.

Primary, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two units, two two-hour periods per week.

8. ELEMENTARY WOODWORK AND METHODS IN MANUAL TRAINING.

This is a course giving practical experience in handling woodworking tools as well as giving methods in planning and conducting a course in elementary woodwork. Lesson plans, job sheets, equipment, materials and projects will be studied. (1927 summer session, two units.)

10. HOUSE PLANNING AND PERSPECTIVE DRAWING.

Students who are interested in a home or a school will find this course very valuable. It is given with the hope of aiding in the betterment of American homes, or "The Home Beautiful." It is true that the life within the home is what makes a house a home; however, a well planned, convenient home, with attractive grounds, may help to make that life possible.

Thus the house is studied from the point of view of convenience, service, beauty, and cost of construction. Grounds are planned and laid off and houses located. The demands of good school buildings of an elementary type are studied.

Three units, three one-hour periods per week. (1927 summer session, two units.)

12. METAL ARTS.

Metal arts is quite often classified under "Hammered Copper Work and Jewelry," and is a course in which the student's ability will govern whether the course is to be elementary or advanced. Making of bowls, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Two units, two two-hour periods per week.

14. HOME MECHANICS.

This course is planned to meet a two-fold purpose. First, to give a student of a technical nature an opportunity to work out in practice the laws which he studies in applied physics; and second, to give prospective teachers that practical experience which will enable them to understand,

maintain and repair the common electrical and mechanical devices used about the home. The course will consist of the following general subjects: elements of concrete work and masonry as applied to walls, foundations, and fireplaces; principles in wood construction; painting; kalsomining; plumbing; simple soldering and sheet metal work; elementary electricity, such as battery service, house wiring, transformers, radio sets, meter reading and electrical appliance building.

Three units, three one-hour periods per week.

101. ADVANCED WOODWORK.

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three units, three two-hour periods per week.

102. JEWELRY.

This is a continuation course to be taken up after the student has had the course in Metal Arts. It is a course planned for students who are interested in industrial arts from the viewpoint of future teaching in the field. It will deal with advanced problems in metal work, teaching methods, equipments, costs, and problems of a like nature.

Two units, two two-hour periods per week.

103. THE ART OF HOUSE DESIGN.

This is a continuation course following the one given in House Planning and should not be taken until the other one has been completed. In the work given here the student will put into practice much of the training given in the other course which could only be touched upon at that time. Houses will be designed, estimates figured, contracts and labor problems taken up, and construction problems discussed.

Three units, three two-hour periods per week.

104. SPECIAL METHODS IN MANUAL TRAINING.

This course is planned for seniors who find that they are in need of training to teach shop work. Often a teacher is called upon to teach shop work in connection with some of the regular subjects. This course is planned to fit the need of students under such conditions. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two units, two two-hour periods per week.

105. COMMERCIAL POTTERY PRODUCTION.

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gotten in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three units, three two-hour periods per week.

MATHEMATICS.**C. TRIGONOMETRY.**

Subject matter: Elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two units, two one-hour periods per week.

D. ALGEBRA.

Subject matter: Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two units, two one-hour periods per week.

MATHEMATICS 3 and 4. Introductory note:

A knowledge of calculus (and its prerequisites) enables the student to solve problems concerning variable quantities; precisely as a knowledge of arithmetic or algebra enables him to solve questions concerning constant quantities. Students intending to take up scientific courses should note that calculus is necessary for the solution of many problems which arise in physics and engineering.

3A. COORDINATE GEOMETRY.

Subject matter: A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra and trigonometry.

Three units, three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.

Subject matter: A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three units, three one-hour periods per week.

4A. INTEGRAL CALCULUS.

Subject matter: A review of differential calculus and study of integral calculus. Prerequisite: Differential calculus.

Three units, three one-hour periods per week.

4B. INTEGRAL CALCULUS (Cont'd.)

Subject matter: Space coordinate geometry, calculus of three variables, infinite series, introduction to differential equations and applications of integral calculus to problems in geometry, physics, and engineering. Prerequisite: Mathematics 4A.

Three units, three one-hour periods per week.

MUSIC.**EAR TRAINING. (Correction of Tone Deficiency.)**

A course designed for those who wish to learn how to handle the problem of tone deficiency in music teaching as well as for those who are themselves tone deficient and wish to learn how to "carry a tune." This course is a prerequisite to "Public School Music" if the student is "tone deficient." No college credit.

1. *SIGHT SINGING 1A.

The purpose of this course is to give the student an ability to interpret the symbols of music by the most direct methods and in the shortest amount of time and at the same time to give him a foundational knowledge of the elements of music, rhythm, melody and harmony, that will enrich his understanding of the whole field of music. The rhythmic and tonal problems that are encountered in music have therefore been analyzed and music embodying them is presented in simple sequence. The text for this course is Progressive Series, Book I. Tonal problems studied are the intervals of the tonic dominant, and sub-dominant chords. Rhythm problems consist of whole beat notes in $2/4$, $3/4$, $4/4$, and $6/4$ meters. This course is a prerequisite to "Public School Music" if the student enters the college without average ability in music reading.

One unit, two one-hour periods per week. (1927 summer session, one unit.)

2. SIGHT SINGING 1B.

A continuation of Sight Singing 1A. Texts used are progressive Series II, and III. Tonal problems studied are intervals of the remaining chord of the major scale—supertonic, submediant and mediant; the minor scales and their chords; chromatic alterations; and modulations.

One unit, two one-hour periods per week.

3. *PUBLIC SCHOOL MUSIC.

In this course we first endeavor to survey the field to find out the relative place and importance of each of the following phases, usually arranging them somewhat as follows: rhythmic expression, music appreciation, elimination of tone deficiency and care and use of the child voice, rote singing and introduction of part singing, music reading and writing, creative expression, finally instrumental training; and then we devote the remainder of the time to exposition in class and demonstration with children of successful methods of teaching each of these phases of music in the class room. The text book for the course is "Creative Music for Children" by Satis N. Coleman and the state series "The Progressive Music Series."

Two units, three one-hour periods per week. (1927 summer session, two units.)

5A. CHORAL ENSEMBLE.

A four-year course in choral work for men and women is planned with definite progress to be made during each semester. A very careful test as to rhythmic development, accuracy of ear, voice range and quality, music reading ability, skill in phrasing, pronunciation and enunciation and power of interpretation is made of each entering student and again at the end of each semester of choral work. Whether or not the student can progress to the next division depends upon the growth he has made and the height to which he can attain. Advanced students entering the college will be placed in the section where their abilities entitle them.

One unit, three one-hour periods per week.

10A. ORCHESTRA.

Furnishes a specially designed course in all orchestral instruments—brass, reed, wood, wind, percussion—and is open to any student. Students for orchestral work must furnish instruments. Daily outside practice necessary.

One unit, three one-hour periods per week.

20. HARMONY.

This introductory course in harmony is based upon the principle that "Music should be heard and felt, not seen." Most musicians see the music they play, but never really hear it. Especially do they fail to hear harmonies. Believing that one must hear and feel, in short, experience chord progressions before he is ready to study the "rules" of harmony (the grammar of music) just as surely as he must hear and use good English before the rules of grammar mean anything to him, this course has been planned to meet such a need. Each of the common chords of the major and the minor scales is presented successively.

While this chord experience is going on, much practice is also given in melody writing: (1) From given words, using the rhythm and inflection of the spoken words as a basis for the melody, (2) building melodies from a given harmonic foundation and (3) free melodic improvisation. After the melodies are written they are analyzed and harmonized, at first with chords in close position and later in strict four-part harmony.

Students should be able to sing, play the piano or some orchestral instrument in order to get the most from this course.

Three units, three one-hour periods per week.

110. ORGANIZATION AND DEVELOPMENT OF SCHOOL ORCHESTRAS AND BANDS.

Course includes: Studies of the tuning and range of stringed, brass, and reed instruments; methods and materials to be used; care of instruments, minor repairs, etc.; elementary technics of the baton. Problems which usually confront the teacher of limited experience will be explained and remedies suggested. Prerequisite: Ability to play piano or some band or orchestral instrument.

Two units, two one-hour periods per week.

25. MUSIC APPRECIATION.

"Music is a science, an art, and a language." In this course we shall deal particularly with the "language" phase. It has been said that "Music begins where words leave off." Composers use music as a means of conveying their thoughts and emotions to their hearers, but only those can understand who are sensitive to the idiom in which the musical ideas are expressed. Most of us have to learn to understand this new "language" a word at a time just as the little child does. Pieces that are obviously descriptive will be studied at first, and as the ability to perceive finer shades of meaning grows in the student, music will be introduced which more nearly approaches the realm of "absolute music" where the meaning is too subtle to be put into words and must be understood only as music—a language in itself. Before each piece is heard the students will be called upon to search their past experiences, to marshal their reasoning and imaginative powers and creative ability in order to form a concept of what the music they are about to hear may be—and then when they hear it they will compare their concept with that of the great composer who wrote the music.

(1927 summer session, one or two units.)

7. DEVELOPMENT OF RHYTHMIC RESPONSE.

A child's response to music is rhythmic. Rhythm is the most primitive and vital element in music. Through clapping, marching, running, skipping, tapping, beating time; through mimetic interpretation of the various human activities which a child observes about him in daily life, such as "rocking the baby," "washing," "churning," "playing soldier,"

etc.; and through use of crude rhythm instruments such as primitive man evolved, the members of the class will learn of the natural development of the child's response to rhythm, and at the same time gather up the lost threads of their own rhythmic development. This is designed both as a methods and development course.

One unit, two one-hour periods per week.

8. RHYTHMIC INTERPRETATION.

"One can not really understand a musical composition until he has danced it." The essence of any work of art is its meaning—the idea that its maker tried to express—the concept of beauty which he caught and made tangible through his work. Masterpieces of music will be studied to find this hidden meaning, and then as each member of the class conceives it he will endeavor to express his concept in rhythmic, dramatic motion. The pieces studied will be at first simple enough for very young children to enjoy and will gradually grow more involved to match the growing understanding of the student. The work will begin with simple dramatizations which children can accomplish silently sitting in the regular class room and will culminate in numbers suitable for entertainments calling for appropriate costumes and scenery. This is designed both as a methods and development course.

One unit, two one-hour periods per week.

9. FOLK GAMES AND DANCES..

Folk games and dances are valuable from so many standpoints that it is a question as to whether this course should be listed under "Music," "Physical Education," "Geography," "History" or "Education for Citizenship." They are of immense value in each of these fields and no teacher should be without the knowledge of how to use folk games to vitalize the whole day's program. Members of the class will participate in folk games and dances of all nations. A particular emphasis will be put upon those of our own country. This is designed both as a methods and development course.

Two units, two one-hour periods per week.

101. CREATIVE MUSIC EDUCATION.

A course for advanced students (experienced teachers and musicians) in elementary music education. As outlined under "Public School Music" each of the following phases will be treated successively: Rhythmic expression, music appreciation, elimination of tone deficiency and right use of the child voice, rote singing and introduction of part-singing, music reading and writing, creative expression (making melodies and harmonizing them) and finally instrumental training. The difference in the two courses will consist in the approach to the subject matter and material. Emphasis will be laid upon the utilization and development of the child's latent creative urges and instincts as the motivating force in his approach to music. To teach him to listen creatively, to sing creatively and to play creatively is as important as to teach him to write and harmonize the melodies that will come welling up from within when his natural powers have been released through such a plan of education. Prospective students should secure and read if possible before taking the course Mrs. Coleman's "Creative Music for Children," published by Putnam Sons (\$3.50).

Three units, three one-hour periods per week.

NATURAL SCIENCE.**Agriculture.****1. ELEMENTARY AGRICULTURE.**

A study of general agricultural problems which students will meet in teaching in rural communities.

Three units, three one-hour periods per week.

Biology.**BIOLOGY 1A.**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food; growth; waste, elimination and death of organism.

Three units, two one-hour and one two-hour periods per week.

BIOLOGY 1B.

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Three units, two one-hour and one two-hour periods per week.

101. GENETICS.

Lectures and discussions on the laws of heredity and their relation to the improvement of plants and animals and the human race. Special reference will be made to the inheritance of mental traits in man.

Three units, three one-hour periods per week.

102. GENERAL ANTHROPOLOGY.

Study of the origin and antiquity of man; man as an animal; races and race problems and earliest culture and growth of language and religion.

Three units, three one-hour periods per week.

Chemistry.**1A. GENERAL INORGANIC CHEMISTRY.**

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (continued).

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

Geography.

1. *ELEMENTS OF GEOGRAPHY.

This is a general course which approaches the subject of geography from the standpoint of the earth as the home of man. Human relationship as the outcome of the development of society, as the direct product of geographical conditions and limitations are studied in the light of the environmental forces which are fundamental in the direction of social forces. The basic elements of physical, political and industrial geography are emphasized in their relationship to each other and interpreted in terms of child development. It is a course designed especially to introduce the prospective teacher to the methods and procedures necessary to put the human touch to the teaching of geography to children.

Three units, three one-hour periods per week. (1927 summer session, two units.)

Nature Study.

10. *NATURE STUDY.

The primary objective of this course is to develop teachers of nature study. As one of the first steps is appreciation of nature and to know something of the various aspects of nature, a part of this course is given to making a first hand acquaintance with the stars, the flowers, the birds, the trees, and the sea. The animals found in the diverse habitat near the college will be studied. The practical, successful methods of teaching nature study to children in the grades will be taken up. Correlation with other subjects will be emphasized. An opportunity will be given to develop individual initiative in the methods of teaching nature study and in testing these methods in actual practice.

Three units, two one-hour periods and one three-hour laboratory per week. (1927 summer session, two units.)

101. APPRECIATION OF NATURE.

Objects: (1) To inspire students to practice the art of observing natural beauty and of recording impressions of those observations; (2) To acquaint students with the great nature writers of the past and present; (3) To study the various types of natural scenery and their influence on human nature.

Methods: Class meetings out-of-doors, weather permitting. A study of the literature of nature appreciation. Observation trips, to be written up in essay form. A study of photographs of various types of natural scenery, with lantern slides if possible. Correlation with art and music. Prerequisite: Nature Study, or an equivalent.

One unit, d.h.r. (1927 summer session, one unit.)

Physics.

1A. Mechanics, Heat, and the Properties of Matter. Prerequisite: high school trigonometry required; high school chemistry or physics is recommended.

Five units, three one-hour lectures, two three-hour laboratory (or office) periods per week.

1B. Wave, Motion Sound, Light, Introduction to Electricity. Prerequisite: High school physics and trigonometry; or else Physics 1A.

Five units, three one-hour lectures and two three-hour laboratory (or office) periods per week.

PHILOSOPHY.**LOGIC 1A.**

This course is confined to deductive logic with special attention to the tradition syllogism and the formal fallacies. It appeals to those who appreciate logical proof in argument, having the same relation to logical proof that grammar has to rhetoric.

Three units, three one-hour periods per week.

LOGIC 1B.

Inductive logic with special reference to scientific methods, material fallacies, statistics and the nature of causality forms the basis for this course. It includes an analysis of the scientific methods employed by those who are struggling on the frontiers of human knowledge. It is a logic of discovery and appeals to those who are scientific in aptitude.

Three units, three one-hour periods per week.

PHYSICAL EDUCATION.**3. *HYGIENE.**

This course deals with physical and mental well being and includes the hygiene of nutrition, action and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading and recitation. Community health is also emphasized in the effort to develop the proper attitude toward public health problems.

Two units, two one-hour periods per week.

1A. *PHYSICAL ACTIVITIES. (Activities for Adults.)

Two hours of participation in physical activities is required of all students each semester. A wide range of activities, including individual and team games, those of a rhythmic nature, is offered in the hope of meeting the needs and appealing to the interests of individual students. Students who so desire may take part in regularly organized intramural competition in volley ball, basketball, and baseball conducted as an integral part of the activity courses. Only a minimum of formal or calisthenic work is offered.

One-half unit, two one-hour periods per week.

2A. *METHODS IN PLAYS AND GAMES. (Activities for Children.)

This is a practical course involving participation in, and conduct of, games, dances, stunts and sports suitable for children in the elementary school. Special emphasis is placed upon games adapted for rural school use and activities that require no equipment.

One-half unit, two one-hour periods per week. (1927 summer session, two units.)

10. *THE ORGANIZATION OF PHYSICAL EDUCATION.

The aim of this course is the planning of a physical education program in accordance with the aims of modern education. The leadership of children in play activities, their classification for play purposes, and the planning of play space and equipment is demonstrated and discussed. Practical work in the organization of physical activities in the Training School is required in addition to lectures, reading and recitation.

Two units, two one-hour periods per week. (1927 summer session, two units.)

5A. ATHLETICS. (For Women.)

This course provides opportunity for participation in seasonal sports for women. It includes volley ball, basketball, hockey, baseball and track. College and inter-class competition is open to students of this course.

One-half unit, three one-hour periods per week.

6A. ATHLETICS. (For Men.)

Participation in seasonal sports is open to men. This includes football, basketball, baseball and track.

One-half unit, three one-hour periods per week.

10A. TENNIS.

Practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles. Tournaments are held at regular intervals as a part of the class work.

One-half unit, two one-hour periods per week. (1927 summer session, two units.)

21. COACHING.

The theory of coaching football and basketball, two days a week and actual practice one day. The various systems of offensive and defensive team work, individual offense and defense, conditioning of teams and the treatment of minor injuries are explained.

One unit, three one-hour periods per week.

22. COACHING.

The aim of this course is to teach students the science and coaching of baseball and track. The course covers both theory and practice. Batting, bunting, the play of the outfielders and infielders are all taken up under baseball while the sprints, distance running and all field events are taken up under track. Part of the time is devoted to the fundamentals and coaching of other popular outdoor games.

One unit, three one-hour periods per week.

23. RESTRICTED ACTIVITIES.

Limited individual exercises for students who are excused from the regular physical activity course. The nature of the individual work offered is governed in each case by the recommendations of the examining physician.

One-half unit, two one-hour periods per week.

25. NATURAL DANCING.

This course is called natural dancing in distinction from æsthetic dancing because the response to music is an expression of the individual's own thought prompted more by the need for self-expression than outward direction. It is based upon the fundamental movements of locomotion, as skipping, running, hopping, sliding, leaping. A previous knowledge of dancing is not a prerequisite for this course, since the course itself is founded upon the development of normal every day posture and natural movements of the body. It is distinctly recreational, but should also provide material and stimulus for presentation of simple dance steps in school programs and festival activities.

One unit, two one-hour periods per week. (1927 summer session, two units.)

ROMANIC LANGUAGES.**French.****FRENCH A.**

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated as from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods. The textbook used is De Sauze's *Cours Pratique de Français*.

Five units, five one-hour periods per week.

FRENCH B.

Elementary French. This is a continuation of French A, but more amplified. The use of English is practically eliminated from this course on. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the students to think in French. Texts used, *Short French Plays*, Carnahan's *Short Review of French Grammar*. Prerequisite: Course A, or two years of high school French.

Five units, five one-hour periods per week.

FRENCH C.

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. The work is based upon Briscoe and Dickman, *Français Pratique*, Anatole France, *Le Livre de Mon Ami*. Prerequisite: Course B, or three years of high school French.

Three units, three one-hour periods per week.

FRENCH D.

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Texts used: *Pierre Loti*, *Pecheur d'Islande*; *Labiche*, *La Poudre aux Yeux*. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three units, three one-hour periods per week.

101. SURVEY OF FRENCH LITERATURE.

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as Corneille, Racine and Moliere, of the 17th century period; to Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, of the Romantic period, and to modern writers as Daudet, Brieux, *Pierre Loti* and others.

Three units, three one-hour periods per week.

102. SURVEY OF FRENCH LITERATURE.

A continuation of the study of French literature, giving particular attention to drama.

Three units, three one-hour periods per week.

Spanish.**SPANISH A.**

Elementary Spanish. This is a beginner's course. The same methods are followed in the teaching of Spanish as are practiced in the teaching of French. A scientific demonstration of Spanish vocal sounds is made. The Castilian pronunciation is taught. Elements of grammar and easy composition, together with gradual conversation. Text used: Hill and Ford's Spanish Grammar.

Five units, five one-hour periods per week.

SPANISH B.

Elementary Spanish. This course is a continuation of Spanish A, and is made conversational as much as possible. Texts used, Hill and Ford, Spanish Grammar, and Spanish Grammar by Espinosa. Prerequisite: Course A, or two years of high school Spanish.

Five units, five one-hour periods per week.

SPANISH C.

Intermediate course. This is a combination of composition and conversation aiming at acquiring idiomatic Spanish. Texts used: Umphrey's Spanish Prose and Composition; Selections from Gil Blas. Sight reading without translation. Prerequisite: Courses A and B, or three years of high school Spanish.

Three units, three one-hour periods per week.

SPANISH D.

Intermediate course. This is an entirely conversational course. Texts from modern writers are used, the student is taught to put the contents of paragraphs into his own Spanish. Texts are selected according to the desire of the class. Prerequisite, Spanish A, B, and C, or their equivalent of high school Spanish.

Three units, three one-hour periods per week.

101. A GENERAL SURVEY OF SPANISH LITERATURE.

Reading from writers of El Siglo de Oro, such as Lope de Vega, Tirso de Milino, Calderon de la Barca, and Cervantes. It will be followed by a study of writers of the Romantic and Modern periods such as Fernan Caballero, Perez Galdos, Espronceda, Juan Valera and others. Spanish D a prerequisite.

Three units, three one-hour periods per week.

102. A GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE.

This course will introduce a large number of modern writers of the American continent such as Ruben Dario, Sor Juana de la Cruz, Amado Nervo, Juana de Ibarbourou, Diaz Miron and others.

Three units, three one-hour periods per week.

SOCIAL SCIENCE.**Economics.****1A. PRINCIPLES OF ECONOMICS.**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price. Textbook used: Fairchild,

Furness and Buck, *Elementary Economics*, Vol. I, with supplementary readings from other authors.

Three units, three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS.

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol II, with supplementary readings from other authors. Prerequisite: Economics 1A. Note: Economics 1A, 1B, are prerequisites to all advanced work in Economics.

Three units, three one-hour periods per week.

11. *ECONOMIC HISTORY OF THE UNITED STATES.

The evolution of industrial society in the United States from the period of colonization to the present day together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors. (Economics 1A is recommended as a preliminary background for this course.)

Three units, three one-hour periods per week.

130. FINANCIAL ORGANIZATION OF SOCIETY. (Money and Banking.)

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i. e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more intensive examination of the problems of business cycles, government regulation and foreign trade financing. Textbook used: Mounton, H. G., *Financial Organization*, with supplementary readings from other authors.

Three units, three one-hour periods per week.

135. THE INVESTMENT FIELD AND CRITERIA OF INVESTMENT.

This course is designed to examine the various opportunities offered for investment, such as industrial stock and bonds, building and loan securities, public utility securities, insurance, etc., and also to attempt an analysis of financial statements and other data for the purpose of arriving at intelligent conclusions regarding sound financing and sound investment. Especial emphasis will be given to problems of the small investor.

Three units, three one-hour periods per week.

136. GOVERNMENT FINANCE.

A survey course dealing with the financial principles and practices of modern governments. It includes problems of: The increase in govern-

ment expenditures, the classification of expenditures, their economic effects, and methods used to control them; the fundamental principles of taxation, theories of justice in taxation, the economic effects of taxation, and the methods and problems of income, property, inheritance, and commodity taxation; the flotation, management, conversion, and redemption of government debt; budget-making principles and practices.

Three units, three one-hour periods per week.

150. LABOR CONDITIONS AND PROBLEMS.

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three units, three one-hour periods per week.

160. AGRICULTURAL ECONOMICS.

This course offers a study of the main problems involved in the production and distribution of agricultural products, i. e., the relation of agriculture to other industries, land tenure and land utilization, agricultural credit, the marketing of farm products, the problems of risk, the nature and demand for farm products, price movements and the social organization and control of agriculture.

Three units, three one-hour periods per week.

180. SOCIAL AND ECONOMIC STANDARDS OF LIVING.

An analysis of the way people actually live and of the way they want to live, of the origin and effects of their desires and the possible modifications of their standards of living in behalf of more satisfying consumption and social progress. Especial attention given to the emulative and conventional character of human wants, to the progressive elaboration of the customary forms of consumption, to the relation between the standard of living and the rate of increase of population and the determination of a form of economic reform and protective legislation.

Three units, three one-hour periods per week.

185. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three units, three one-hour periods per week.

History.

4A. EUROPEAN HISTORY.

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the industrial revolution, and the French Revolution.

Three units, three one-hour periods per week.

4B. EUROPEAN HISTORY.

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three units, three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three units, three one-hour periods per week.

8B. HISTORY OF THE AMERICAS.

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three units, three one-hour periods per week.

116. PACIFIC SLOPE HISTORY.

This course begins with the development of the Spanish Colonial system, and includes a survey of Spanish Control of New Spain, and up the Pacific Slope of North America, the occupation and development of Alta California and the Oregon territory, the international struggle for the control of the Pacific, California under Mexico, the beginnings of the Commonwealth of California and its development as a state of the Union up to the present time.

Three units, three one-hour periods per week.

140. IMPERIALISM AND NATIONALISM.

A survey of the characteristics and effects of imperialism and nationalism in relation to world politics in the period from 1815 to 1920.

Three units, three one-hour periods per week.

Political Science.**1A. COMPARATIVE GOVERNMENT.**

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three units, three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three units, three one-hour periods per week.

151. *AMERICAN NATIONAL GOVERNMENT.

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extraconstitutional features of the American government.

This course meets the requirements in United States constitution established by the legislature of California.

Upper division course, three units, three one-hour periods per week. (1927 summer session, two units.)

111. THE THEORY OF THE STATE.

A study of the evolution of the modern state, of its powers, functions and duties and of the reasons for its increasing influence in human affairs by direct participation, prohibition, promotion, or regulation of private life and private enterprise. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

152. POLITICAL PARTIES IN THE UNITED STATES.

A study of the organization and methods of action of political parties in the United States with some attention to the systems of other countries. Analysis of forces constituting parties; primary and convention systems; permanent party organization and its workings; function of the party system in democracy; and the formation of intelligent public opinion upon present day controversial issues. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

170. STATE GOVERNMENT.

A course including an intensive study of the constitutional development and existing political institutions of the American states with especial attention to the government of the State of California. Also an analysis of the relationship between the state governments and the Federal government and of the field of action which is proper to each. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

180. INTERNATIONAL RELATIONS OF THE UNITED STATES.

A study of American diplomacy including the Monroe Doctrine, freedom of the seas, the "open door," and of the recent policy of the United States, as a world power, toward international arbitration and disarmament, imperialism, and international organization as represented by the League of Nations and the Permanent Court of International Justice. Especial attention will be given to study of the relations of the United States with the Far East, and to the means for promoting international friendship. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

Sociology.**2A. GENERAL SOCIOLOGY.**

An introductory course designed to give the student orientation in the social sciences and a working system of thought about society. Classification of social phenomena and analysis of the fundamental factors at work in a social situation; evolution, structure, functions and problems of social institutions; application of sociological concepts to problems such as population, immigration, race, the city problem, etc.; social ideas and social control.

Three units, three one-hour periods per week.

2B. RURAL SOCIOLOGY.

A study of conditions of rural life and constructive organization for improvement; application of sociological concepts to problems of rural education, organization of county communities, economic interests, rural leadership; the value and method of social surveys.

Three units, three one-hour periods per week.

SPEECH AND DRAMA.**1. *PUBLIC SPEAKING. 1A.**

This is an introductory study of the fundamentals of speech. It is essentially a practice course for the purpose of developing in the student the ability to appear before an audience and express himself in a pleasing and convincing manner. There is a minimum of theory and a maximum of actual practice in speech making. Many brief, original talks are made on topics of the day. Public Speaking 1A is a prerequisite for all other speech courses. The class is open to all students who have completed English 1A.

Three units, three one-hour periods per week. (1927 summer session, two units.)

2. PUBLIC SPEAKING. 1B.

This course is a continuation of 1A, and is also a practice course where "we learn to do by doing." A more thorough study is made of the purposes of speeches and of the specific demands of an audience upon the speaker. Our aim is to develop both skill in organizing ideas, and skill in the technique of delivery. The class is open to students who have completed 1A.

Three units, three one-hour periods per week.

3. *CHILDREN'S LITERATURE AND STORY TELLING.

The basic consideration in this course is in terms of the needs and the interests of the child. We read widely from Children's Literature and endeavor to develop some standards of judgment in the selection of stories for children of various ages. The technique of story telling and of dramatization is studied and actual practice is gained through telling stories and dramatizing them with the children in the training school and grammar school. The course is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week. (1927 summer session, two units.)

10. LITERARY INTERPRETATION.

The purpose of this course is three-fold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, and use of action and business, general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature. Open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

25A. DRAMATIC ACTIVITIES.

Students may obtain special training and practice in dramatics by taking part in plays. Frequently, play casts are chosen from the college student body to prepare and present plays for assembly and public presentation. On statement of the instructor that fifty-four hours of satisfactory work have been completed, one unit of credit will be granted.

25B. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in a different phase of play production, a second unit of credit will be granted.

25C. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in still a different phase of play production, a third unit of credit will be granted.

101. PLAY PRODUCTION AND ACTING.

Here we have a practical laboratory course calculated to prepare students to direct dramatic activities in schools and communities. By the use of mimeographed copies of a number of selected plays, much actual work is done in blocking out and directing plays for presentation. Each student also takes part in one or more plays. Scenery, lighting, costuming and make-up are studied as they are needed in producing the plays. The organization and duties of the producing staff are learned. The class is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week. (1927 summer session, two units.)

110. THE TEACHING OF SPEECH.

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: a comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature, Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues,

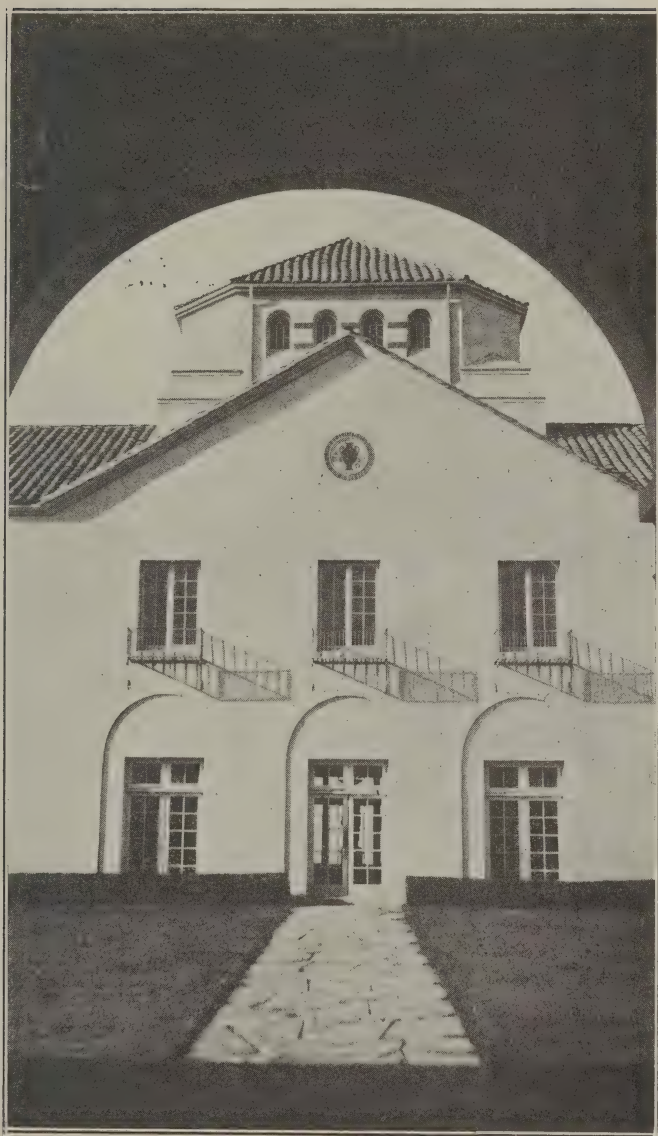
selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one more advanced speech course.

Two units, two one-hour periods per week.

THE LIBRARY OF THE

JUN 7 1927





The Tower, from the Inner Court.

GENERAL INDEX.

	Page		Page
Administration -----	33	Junior certificate -----	52
Administration credential -----	14	Junior College Course -----	12, 52
Admission -----	42	Language and Literature -----	62
Advanced standing -----	44	Lectures and entertainments -----	19
Alumni Association -----	20	Library -----	19
American Government -----	81	Literari -----	38
Amount of work -----	34	Living arrangements -----	32
Appointment service -----	19	Loan fund -----	32
Arcata -----	16	Location -----	16
Arithmetic -----	59	Lyceum -----	38
Art -----	56	Marking system -----	33
Athletics -----	36	Mathematics -----	68
Attendance -----	35	Measurements -----	59
Biology -----	72	Music -----	68
Bookstore -----	32	Nature study -----	73
Calendar -----	4	Official directory -----	5
Campus -----	17	Orchestra -----	69
Chemistry -----	72	Political science -----	80
Civic Education -----	60	Physical education -----	74
Climate -----	17	Physical examination -----	44
Coaching -----	75	Physics -----	73
Constitution, U. S. -----	81	Practice teaching -----	59
Cosmopolitan Club -----	39	Probation -----	34
Counts -----	33	Programs -----	34
Courses of Instruction -----	56	Psychology -----	57
Degree Course -----	48	Public speaking -----	82
Diploma -----	46	Recreation -----	21
Dormitories -----	32	Redwoods -----	27
Dramatics -----	83	Reports -----	34
Economics -----	77	School law -----	60
Education -----	57	Science -----	72
Employment -----	32	Self-government -----	36
English -----	62	Self-help -----	32
English A examination -----	44	Semester unit -----	33
Expenses -----	32	Sequence -----	50
Extension service -----	20	Social life -----	39
Extra-curricular activities -----	35, 36	Social science -----	77
Faculty -----	6	Sociology -----	82
Fees -----	32	Spanish -----	77
French -----	76	Speakers' Bureau -----	20
General information -----	12	Speech -----	82
Geography -----	73	Student body -----	36
Graduation -----	46-49	Summer session -----	12, 54
Historical -----	17	Supervision credential -----	15
History -----	79	Teachers College -----	12
Home Economics -----	64	Teachers from other states -----	13
Honor points -----	33	Training School -----	18
Industrial arts -----	65	Unit defined -----	33

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HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1928

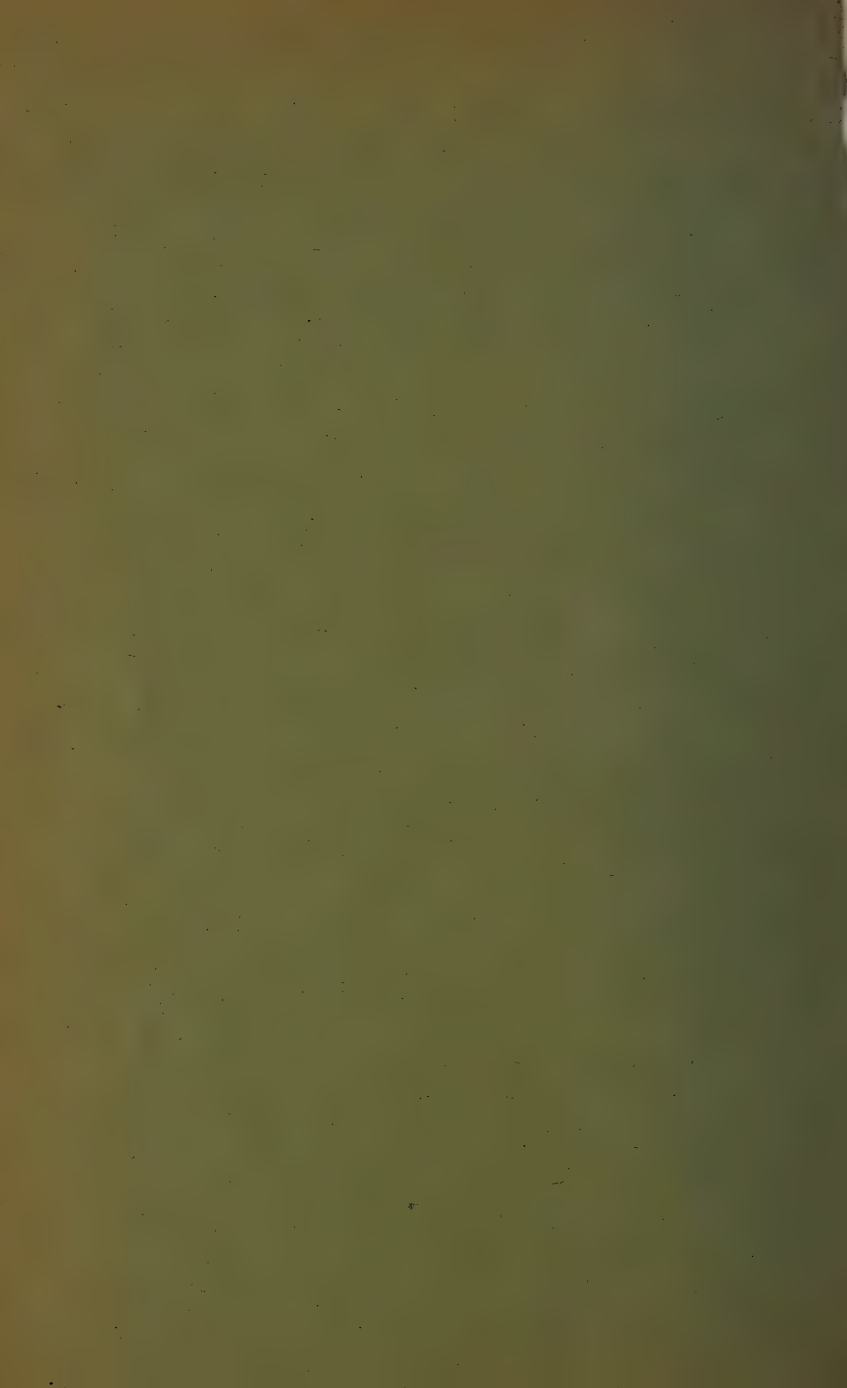
COLLEGE YEAR 1928-1929

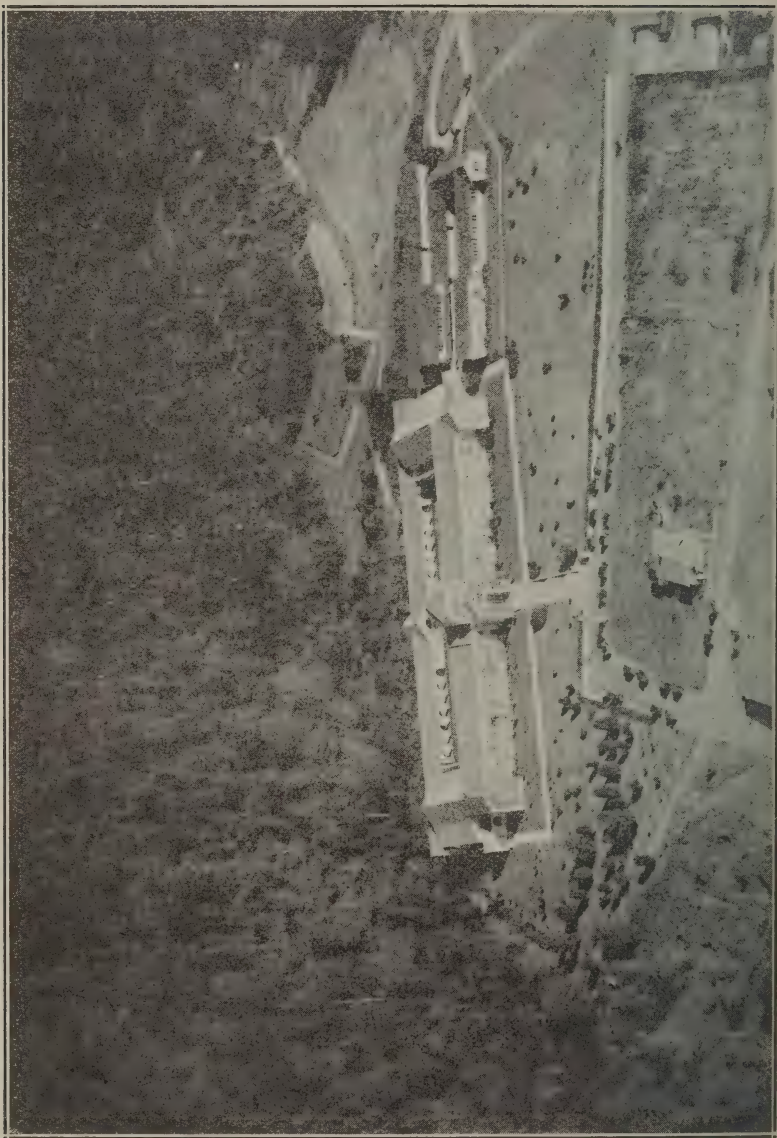


ARCATA, CALIFORNIA

APRIL, 1928

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1928





AIR PHOTOGRAPH OF CAMPUS.

HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1928

COLLEGE YEAR 1928-1929

A State College for the Training of Teachers for the
Public Schools and for Two Years of
General College Work

Entered as second-class matter, April 4, 1916, at the post office at Arcata,
California, under the act of August 24, 1912.



INTRODUCTORY.

CALENDAR, 1928-1929.

Summer Session 1928.

Saturday, June 23-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June 25-----Registration
Friday, August 3-----Summer Session Closes

Fall Semester 1928.

Friday, September 7-----Arithmetic Test, 9 a.m. to 12 m.
Friday, September 7-----Examination in English A, 1 p.m. to 4 p.m.
Saturday, September 8-----College Aptitude Test, 9 a.m. to 12 m.
Monday, September 10-----Registration
Tuesday, September 11-----Instruction begins
Friday, November 9-----Mid-semester reports
Thursday, November 29, to Sunday, December 2-----Thanksgiving recess
Saturday, December 22, to Sunday, January 6-----Christmas holidays
Wednesday to Friday, January 23, 24, 25-----Semester examinations

Spring Semester 1929.

Saturday, January 26-----Arithmetic Test, 9 a.m. to 12 m.
Saturday, January 26-----Examination in English A, 1 p.m. to 4 p.m.
Monday, January 28-----College Aptitude Test, 9 a.m. to 12m.
Tuesday, January 29-----Registration
Wednesday, January 30-----Instruction begins
Friday, March 29-----Mid-semester reports
Saturday, April 6, to Sunday, April 14-----Spring vacation
Wednesday to Friday, June 5, 6, 7-----Semester examinations
Friday, June 7-----Commencement

Summer Session 1929.

Saturday, June 22-----Examination in English A, 9 a.m. to 11 a.m.
Monday, June 24-----Registration
Friday, August 2-----Summer Session Closes

OFFICIAL DIRECTORY.
HUMBOLDT STATE TEACHERS COLLEGE
Administered Through
the
STATE DEPARTMENT OF EDUCATION.
State Board of Education.
C. L. McLANE, President.

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ESSIE GROVES-----Secretary

C. E. GRAVES-----Librarian

GRACE M. BURTON-----Assistant Librarian

CLARE OSTRANDER-----Superintendent of Buildings and Grounds

FACULTY.

SWETMAN, RALPH W.

PRESIDENT.

Ph.B., Hamilton College, 1907; A.M., Columbia University, 1917; two additional years of graduate work at Stanford University 1922-24. Nine years experience as supervising principal of elementary and high schools; Director of training and extension service State Normal School Ellensburg, Washington, 1917-22; Cubberley teaching fellow in Stanford University, 1922-24; part time Instructor in San Jose State Teachers College, 1923; Instructor in the Summer Session of the University of California in Los Angeles, 1924; Instructor in 1925 Summer Session, Stanford University. Member Phi Beta Kappa, Phi Delta Kappa; President Washington Education Association, 1921. Author, Outline and Digest of California School Law. At Humboldt since 1924.

ARNOLD, HOMER L.

EDUCATION.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B.S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana, 1915; A.M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917, Stanford University, 1924. Teacher in rural schools, 1905-9; Principal of consolidated township high school, Carroll County, Indiana, 1911-14; Instructor in Mathematics and Coach Basketball, Central High School, Elkhart, Indiana, 1915-16; Instructor in Mathematics, Central High School, Kalamazoo, Michigan, 1917-18; Assistant Principal, Central High School, Calumet-Laurium, Michigan, 1919-20; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. Member Phi Delta Kappa. At Humboldt since 1921.

BALABANIS, HOMER P.

SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; A.M., University of Chicago, 1923; additional graduate work University of Chicago and University of California. Assistant, School of Commerce and Administration, University of Chicago, 1922-23. At Humboldt since 1923.

BORDERS, HAZEL DOROTHY

ART.

A.B., major Normal Arts, University of Oregon, 1925; Master of Fine Arts, University of Oregon, 1925-27. Fellowship in art and graduate teaching assistant, University of Oregon, 1925-27. Member of Pi Lambda Theta. At Humboldt since 1927.

BOWMAN, CARL

DRAMATICS, SPEECH.

B.S., Kansas State Teachers College, Emporia, 1921; A.M., Northwestern University, 1925. Eleven years of experience in teaching in rural school, junior high school, senior high school; Instructor Kansas State Teachers College, Summer Sessions 1921-22; Instructor on a teaching fellowship in Northwestern University, 1923-25. Member of Pi Kappa Delta, National Forensic Fraternity, and Kappa Delta Pi, National Scholarship Fraternity. Two seasons in Chautauqua dramatics. At Humboldt since 1925.

BRIGHAM, MRS. LAURA A.

MUSIC.

Graduate Ruth Ann Conservatory of Music, Sedalia, Missouri; pupil of Mrs. Effa Ellis Perfield in Musical Pedagogy. Teacher at Lawrence Conservatory of Music, Appleton, Wisconsin, 1920-25; Pipe Organist, Appleton, Wisconsin, 1917-25. At Humboldt since 1927.

BURTON, GRACE M.

ASSISTANT LIBRARIAN.

A.B., Grinnell College, 1903; Library School, University of Iowa, Summer Session 1924. Instructor in Latin and German, Knoxville High School, Knoxville, Iowa, 1903-5; Principal and Instructor in Latin and German, Pipestone High School, Pipestone, Minnesota, 1905-8; Instructor in English and History, Oberlin High School, Oberlin, Ohio, 1910-11; Tutor in Latin and German at Oberlin College, 1911-13; Assistant Librarian at Grinnell College, 1920-26. At Humboldt since 1926.

CATTELAINE, FERNAND

ROMANIC LANGUAGES.

Elementary education acquired in France; B.A., 1906, American International College, Springfield, Massachusetts; Escuela Normal and National University of Mexico, 1915-16; M.A., 1922, Baylor University; Diplome d' Université, University of Bescancon, France, 1923; Docteur de l'université, University of Bescancon, France, 1926; graduate work University of Chicago, 1924. Secretary Y. M. C. A., New York City; Officer General Staff, A. E. F., 1917-19; Spanish Instructor, U. S. A. Post, Tucson, Arizona, 1919-20; French Instructor, Baylor University, 1920-22; French Instructor, University of Texas, 1922-23; French and Spanish Instructor, University of Washington, 1924-25. French and Spanish department at Humboldt since 1925.

CLUXTON, HENRY T.

SUPERVISOR OF GRAMMAR GRADES.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; A.M., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools, Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions 1917-24; Instructor, Chico State Teachers College, Summer Session 1927; President Denver Principals' and Directors' Association, 1920-21; Secretary Colorado Schoolmasters' Club, 1920-21; member Colorado Historical Society, 1923-26. Member Phi Delta Omega, Phi Delta Kappa. At Humboldt since 1927.

DICKSON, BELLE L.

SUPERVISOR OF PRIMARY GRADES.

Graduate Cheney Normal School, Cheney, Washington, 1911; student University of California, Summer Session 1921; student University of Chicago, Summer Sessions 1922, 1923, 1924, 1925; A.B., University of Washington, 1927. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

GRAVES, C. EDWARD

LIBRARIAN, RECREATIONAL READING.

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor Wesleyan University 1909-11; with University of Illinois library, 1914-17; Librarian Minnesota Historical Society, 1917-20. Member Phi Beta Kappa. At Humboldt since 1924.

GROVES, ESSIE

SECRETARY.

Graduate Bellingham State Normal School, Bellingham, Washington, 1927; student, Puget Sound Biological Station, Friday Harbor, Washington, Summer Sessions 1926-27. At Humboldt since 1927.

HERRON, LAURA E.

PHYSICAL EDUCATION.

A.B., Stanford University, 1914; A.M., University of California, 1916; graduate work at Stanford and University of California. Instructor Oakland Playground and Recreational Department, 1914-15; Assistant Women's Department of Physical Education, Stanford University, 1916; eight years experience as teacher of Physical Education and Science in California high schools, 1916-24; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-25. At Humboldt since 1925.

HICKLIN, MAURICE

ENGLISH, JOURNALISM.

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; A.M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925. Military service, 1916-18. Six years practical journalistic experience. At Humboldt since 1925.

HOLLISTER, FREDERIC M.

SOCIAL SCIENCE.

A.B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford Connecticut, 1891; A.M., Columbia University, New York, 1926; post graduate student Summer Session

Stanford University, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

JENKINS, HORACE R.

INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S., Oregon Agricultural College, 1927. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

LATHERS, GLADYS

HOME ECONOMICS.

A.B., Reed College, 1918; M.S., University of Washington, 1927. Instructor in Pageantry and Festivals, University of Colorado, Summer Session 1922; Instructor in Physical Education and Hygiene, Seattle High Schools, 1918-25; Instructor in Nutrition, Humboldt County (Red Cross Service), 1926-27. At Humboldt since 1927.

LITTLE, STELLA SANKEY.

ART.

A.B., Stanford University, 1913; advanced work at Stanford and the University of California Summer Sessions of 1906, 1908, and 1911; study of masterpieces in art in various art galleries of Europe, 1910. Art Instructor in Miss Harker's School for Girls, 1904-06; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925. (On leave of absence 1927-28.)

NELSON, M. VIOLA

SUPERVISOR OF PRIMARY GRADES.

B.S. in School Supervision, University of Iowa, 1924; M.A., University of Iowa, 1927. Five years experience in elementary schools of Iowa; two years experience in elementary schools of Minnesota; assistant to upper grade supervisor, Hibbing, Minnesota, 1925-26. At Humboldt since 1927.

OSTRANDER, ANNIE MARIE CLARKE

MUSIC.

Graduate, Los Angeles Polytechnic High School, 1910, having specialized in Music, Art, and Domestic Science; attended sessions, University of Southern California and University of California, Southern Branch, 1917 to 1922; San Francisco State Teachers College, summers of 1924 and 1925; University of Southern California Extension Courses, 1922-23, and University of California Extension Courses, 1923-24. Supervisor Domestic Science and Art, Venice, California, 1910-14; Supervisor Arts and Crafts, San Diego City schools, 1914-16; Supervisor Music, San Diego City schools, 1916-17; Supervisor Music and Art, Needles, California, 1917-18; Supervisor Music, Redlands, 1918-21; Supervisor Music, San Diego, 1921-24. Member faculty University of Southern California, summer 1923. Author of "Practical Hints of Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Sessions 1919, 1920, 1925; Stanford University, Summer Session 1926. Twelve years experience in secondary schools, Shelton, Everett and Seattle, Washington. Member Phi Beta Kappa, Pi Lambda Theta. At Humboldt since 1926.

POULTNEY, ROBERT H.

BIOLOGY, NATURE STUDY.

B.S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; graduate work at the University of California. Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study at the Idaho Technical Institute, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SCHUSSMAN, LEO GEORGE

HEAD OF DEPARTMENT OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph.B., University of Chicago, 1912; A.M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School. Member of Phi Delta Kappa. At Humboldt since 1924.

SHOLTY, MYRTLE

DIRECTOR OF TRAINING.

Ph.B., University of Chicago, 1911; M.A., Teachers College, Columbia University, 1924. Elementary school teacher, Wabash, Indiana, 1902-6; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-8; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

STANLEY, GRACE CHANDLER

DEAN OF WOMEN AND SUPERVISOR OF PRIMARY GRADES.

A.B., Stanford University, 1903. County Superintendent of Schools, San Bernardino County, California, 1915-22; Instructor, Pomona College and Chaffey Junior College, 1922; Commissioner of Elementary Schools, State of California, 1923-25. At Humboldt since 1925. (On leave of absence, 1927-28.)

STEVENS, EDNA M.

ASSISTANT IN EDUCATION.

Graduate of St. Cloud State Teachers College, 1910; graduate Humboldt State Teachers College, 1924; University of California Summer Session of 1925. Four years experience as a teacher in Minnesota; four years experience as teacher and principal in the schools of Michigan. At Humboldt since 1924. (On leave of absence, 1927-28.)

TELONICHER, FRED

PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27. At Humboldt since 1927.

WHEELER, HORACE EDWARD

SCIENCE, MATHEMATICS.

A.B., Stanford University, 1921; A.M., Stanford University, 1924. Teaching Assistant in Applied Mathematics, Stanford University, 1921-22; Instructor in Science, Pomona High School, 1922-23; Modoc Union High School, 1923-24. Member of Phi Beta Kappa, Phi Lambda Epsilon. At Humboldt since 1924.

WOOD, WALTER N.

ORCHESTRA.

Orchestra and Band Instruments, Violin and Theory Preparation. Pupil of J. R. Murdock, Woodstock, Vermont; Pupil of A. E. Ordway (Staats Sextette), Boston, Massachusetts; Pupil of H. C. French (Tremont Theater), Boston, Massachusetts; Pupil of Sol. Jaron, New York; Pupil of Glenn Brown, Woodstock, Vermont, and Boston, Massachusetts; Pupil of Nikolai Paulsen, Boston, Massachusetts. First Violin, Verdi Orchestra, Boston, Massachusetts, 1898-1900, John Flocktra, Director. Director of Woodstock, Vermont, Opera House Orchestra, 1900-01; First Cornet, Iowa State

Band, Mt. Pleasant, Iowa, P. V. Olker, Director, 1901-02; Instructor of Music, High School, Fort Bragg, California, six years; Instructor of Music, Humboldt State Normal School, 1921-22; Instructor of Music, Arcata Union High School and Humboldt State Teachers College since 1922.

WOODS, VELMA ELIZABETH

EDUCATION.

A.B., University of Colorado, 1904; A.M., University of Colorado, 1906; additional graduate work University of California, 1925-27. High school teacher in Colorado, 1906-10; elementary school teacher in California, 1910-14; educational missionary in China, 1919-25; Principal of St. Agnes' School, Anking, China, 1919-25. Member Phi Beta Kappa. At Humboldt since 1927.

WOODCOCK, JESSIE TURNER.

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

Special Appointments for Summer Session.

BAISDEN, LEO B.

DIRECTOR OF SUMMER SESSION.

A.B., University of Washington, 1916; Graduate Student in Education, University of Washington and Stanford University. High School Instructor, 1911 to 1917; Elementary Principal, Seattle, Washington, 1917-22; High School Principal, Everett, Washington, 1922-25; Superintendent of Schools, Longview, Washington. Member of Phi Delta Kappa. President, Seattle Principals' Association, 1920-21. One of the founders of the National Association of Elementary Principals. Instructor in Education in 1926 Humboldt Summer Session. Director of 1927 Summer Session at Humboldt.

BOWMAN, LEONARD L.

ENGLISH AND SPEECH.

B.S., State Teachers College, Emporia, Kansas, 1921; graduate work, University of Kansas, Summer Session 1921; A.M., Stanford University, 1927. Teacher of English and dramatics, Senior High School, Mangum, Oklahoma, January-June, 1921; Principal of High School, Cullison, Kansas, 1921-22; Superintendent of Schools, Cullison, Kansas, 1922-24; Teacher of History and Physical Training, Santa Barbara Junior High School, 1924-25; Vice Principal, Santa Barbara Junior High School, 1925-. Member of Santa Barbara Community Arts Players, 1924-27; member of Kappa Delta Pi, national scholarship fraternity; Pi Delta Kappa, national forensic fraternity, and Phi Delta Kappa.

CLARK, GEORGE W.

PHYSICAL EDUCATION.

A.B., University of California, 1918; one year graduate work. Playground Supervisor, Oakland Recreational Department, 1915-17; Medical Corps, American Expeditionary Forces, 1917-19; Head of Physical Education Department, Kern County High School, 1919-20; Director of Physical Education for Men, Reed College, 1920-22; Associate, Department of Physical Education, University of California, 1922-24, including Summer Sessions 1923, 1924; Summer Session Fresno State College at Huntington Lake, 1926-27; Assistant Supervisor of Physical Education, Los Angeles Schools since 1924. Member Phi Delta Kappa.

HIKSON, JEROME C.

ENGLISH.

University of Chattanooga, 1918-20; A.B., Allegheny College, 1922; A.M., Allegheny College, 1923; additional graduate study, Harvard University, 1923-24. Graduate Assistant in English, Allegheny College, 1922-23; Instructor in English, Allegheny Summer School, 1923; Instructor in English, De Pauw University, 1924-26; Assistant Professor in English, De Pauw University, 1926-. European Traveler and Reader in British Museum, 1927. Author: Tennyson, Romanticism and Romany, and French Influences on Stevenson. Member Phi Beta Kappa, Phi Delta Theta, Pi Delta Epsilon (national journalistic), and Phi Sigma Lambda (national Romance language).

MACGINITIE, HARVEY D.

NATURE STUDY.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27. Teacher, Caruthers Grammar School, Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California; Instructor, Humboldt State Teachers College, Summer Session 1927.

SATHER, ESTHER

MUSIC

Graduate of Thomas Normal Training School, Hutchinson, Minnesota; additional study, Northwestern University, Summer Session 1917, University of California, Summer Session 1920, and University of Washington, Summer Quarters 1926-27. Supervisor of Music and Art, Scotia, New York; Supervisor of Music, Buhl, Minnesota; Supervisor of Music, Everett, Washington, 1919-28. Member Pi Lambda Theta.

STARR, ALVA GUY

EDUCATION.

A.B., Albany College, 1922; graduate work, University of Washington, Summer Sessions 1920-21, and year 1921-22; University of California, Summer Session 1924; A.M., Stanford University, 1927. Assistant in Physical Education, Albany College 1920-21; Instructor, Buckley High School, Buckley, Washington, 1922-24; Principal, Buckley High School, 1924-26; Principal of Glenview Elementary School, Oakland, California; Instructor at Humboldt State Teachers College, Summer Session 1927. Member Phi Delta Kappa. Member of Pacific Coast Football Officials Association.

GENERAL INFORMATION.

THE TEACHERS COLLEGE.

The purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to give them a social and cultural education that will lead to good citizenship and a wide enjoyment of life. The presence of little children in the training school keeps uppermost in the student's mind the central purpose of the college. It is highly desirable that prospective teachers plan to spend all three years of the teacher training course in an atmosphere devoted to professional ideals.

THE JUNIOR COLLEGE.

The work of the Junior College covers the first two years of the liberal arts college beyond the high school and leads to a certificate which is accepted for full credit in the foremost colleges and universities of the state. It aims to train the student thoroughly in the fundamental subjects necessary for successful continuance of upper division college work in a higher institution.

The Humboldt Junior College because of its relatively small classes offers many distinct advantages. The smaller class group provides the opportunity for each student to develop his individuality and begin without loss of time the necessary adjustment of his own tendencies and abilities in terms of the work of the college.

Junior College students are a part of the regular student body of the College and entitled to equal rights and privileges in all matters of self-government or college work and activities.

1928 SUMMER SESSION.

The 1928 Summer Session of six weeks will be held from June 25 to August 3, inclusive. Its purpose is to meet the needs of:

(a) Students of the regular sessions who wish to complete their courses in a shorter time.

(b) Properly recommended high school graduates who are prepared to enter the Teachers College or Junior College.

(c) Candidates for the Bachelor of Arts degree.

(d) Teachers who are candidates for the elementary teachers' credential issued by the California State Board of Education.

(e) Teachers or principals who are candidates for the elementary or junior high school administration or supervision credential issued by the California State Board of Education.

(f) Teachers who desire the stimulus of advanced professional courses in education and contact with other progressive teachers.

(g) Teachers who wish to combine study and recreation for a six-weeks period in one of the most beautiful sections of California.

Reduced round trip excursion rates are available on the Northwestern Pacific Railway and connecting lines and on the Redwood Highway stages. Ask your local railway agent for complete information.

Humboldt has summer conditions ideal for study and a scenic environment unsurpassed in California. For special description of recreational opportunities see later pages of this announcement.

TEACHERS FROM OTHER STATES.

Teachers from other states desiring to teach in California, who have training equivalent to that required of California teachers, may receive from the State Board of Education credentials permitting them to teach in California for one year. Renewal of such credentials is usually conditioned on receiving six units of further training in a California teacher training institution.

Teachers from other states with less training than that required of California teachers and who desire to teach in California should plan to enter a California teacher training institution and earn a teaching diploma. Information concerning advanced standing at Humboldt is given under admission requirements in this bulletin.

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
ADMINISTRATION CREDENTIAL BY THE STATE BOARD
OF EDUCATION.**

Each applicant for the School Administration Credential must verify:

1. That he holds a valid teachers' certificate or life diploma of general elementary, general junior high school, or general secondary grade issued by the school authorities of California.

2. That he has had not less than seventeen (17) months of successful teaching experience in public schools.

3. That he has completed not less than fifteen (15) semester-hours of collegiate work in school administration subjects, in addition to the minimum requirements in education for the highest grade of general teachers' certificate held, which shall be distributed as follows:

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

* (1) School Administration and Supervision.

* (2) Growth and Development of the Child.

(3) Philosophy of Education.

(4) Educational Tests and Measurements.

(5) History of Education in the United States.

(b) Five (5) semester-hours may be selected from the following courses:

(1) The Work of an Elementary School Principal.

(2) Problems of Supervision. (The Supervision of Instruction.)

(3) Rural Education.

(4) The Elementary School Curriculum. (The Curriculum.)

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION.

Each applicant for the School Supervision Credential must verify:

1. That he holds a valid teachers' certificate of regular or special type.

2. That he has had not less than seventeen (17) months of successful teaching experience in the subject, or subjects, in which the School Supervision Credential is desired.

3. That he has completed the following requirements in school supervision subjects, in addition to the minimum requirements in professional courses in education for the highest grade of teachers' certificate held, in accordance with the class specified:

Class A—General Supervision.

(a) Ten (10) semester-hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

- * (1) School Organization and Supervision. (School Administration and Supervision.)
- * (2) Growth and Development of the Child.
- (3) Philosophy of Education.
- (4) History of Education in the United States.
- (5) Educational Tests and Measurements.
- (6) The Curriculum.

(b) Five (5) semester-hours selected from the following group:

- (1) Rural Education.
- (2) Educational Sociology.
- (3) Problems of Supervision.
- (4) Modern Practice and Experiment in Education.

NOTE.—The candidate must also verify at least six semester-hours in each of two subjects selected from the following: music, art, physical education, manual arts, commerce, home-making subjects and agriculture. These courses need not be in addition to courses presented for the teachers' certificate.



West Facade.

LOCATION.

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain site. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is

a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Somoa and Eureka twinkling in the distance, the picture is especially entrancing.

The city of Arcata is a delightful place of residence. It has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, a good live Chamber of Commerce, a Rotary Club, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. It is sometimes known as the “White City,” because so many of its houses are painted that clean color. Luxuriant flower gardens are a notable feature of the home surroundings. The people are gracious and hospitable and the atmosphere of the place is altogether charming. The spirit of cooperation between the townspeople and the College is especially cordial.

A new concrete highway along the edge of the bay leads in eight miles to the city of Eureka, the metropolis of northern California, with a population of fifteen thousand. Cape Medocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE.

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain result in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy, spring-like feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song-birds from the north spend the winter here.

CAMPUS.

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. In the rear is an athletic field, with asphalt tennis court, and room for other outdoor sports. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

HISTORICAL.

The Humboldt State Normal School was created by an act of the 1913 session of the California legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted after September 15, 1930, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same legislature changed all of the California normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

In 1921 a Junior College was established in connection with the Teachers College. The two-year course leads to a Junior Certificate in the College of Letters and Science.

The enrollment for the last seven years has shown a steady and substantial increase; for the college year ending June 31, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 275 students; 1927, 312 students; 1928, 324 students.

THE COLLEGE ELEMENTARY SCHOOL.

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The teacher has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity for learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

THE LIBRARY.

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately eighty-five hundred volumes, about two thousand of which are state textbooks, furnished free by the state for the use of the teachers and students in the Training School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for forty-three magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are

the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13 x 75 feet, at present unused, but which will soon be needed to accommodate the overflow of books from the main reading room.

APPOINTMENT SERVICE.

An appointment bureau is maintained to perform a double service: to help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring the service of the bureau should register early in the year in which they expect to graduate with the chairman of the appointment committee.

LECTURES AND ENTERTAINMENTS.

Public assemblies of students, faculty and visitors are scheduled at least twice every week. (Tuesday and Friday mornings.) The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers.

THE ALUMNI.

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the college attended the banquet given in honor of the new president and the faculty. A permanent Alumni Association was organized at this time. Meetings are held three times a year, one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one at the time of the January graduation.

The following are the officers for the current year: President, Ruth Cartwright, Eureka; vice president, Constance McKee, Fortuna; secretary, Alethea Edson, Arcata.

EXTENSION SERVICE.

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a state institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the state. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU.

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the president for further information.

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Oxalis, Fern and Redwood.

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Stone Lagoon, Redwood Highway.

RECREATIONAL OPPORTUNITIES.

COLLEGE TRAILS.

The hills back of the College are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree. Through this beautiful forest the College has laid out a system of trails that is much used by the students and faculty for recreational and nature study purposes.

There are four main divisions of the trail system each with its individual characteristics. A trip over any two of them constitutes a complete round trip from the College, with no duplication of territory or types of scenery. Starting from a point midway between the main college building and the girls' dormitory, we follow the Alder Trail along a deeply-wooded ravine beside a meandering brook. The vegetation and foliage is so dense that the sunshine only succeeds in carving delicate patterns of light and shadow on the trail-side. Red alder trees of remarkable size and vitality line the banks of the stream. The typical undergrowth is huckleberry bushes, salal, salmon berry, trailing blackberry vines and many large clumps of ferns. For three miles or so the trail continues on a gentle upward slope, the evergreen trees—redwood, spruce and Douglas fir—becoming more abundant at the higher levels, until it emerges into a clearing high up on the face of the hill. The ruins of an old lumber camp and ranch explain the existence of the clearing, and beautifully grouped clumps of spruce and fir, above a clean carpet of grass and flowers, give a park-like appearance to the hillside.

The high point on the trail is soon reached, not very far from the top of Fickle Hill, and the downward route passes for a distance through open fields and pastures belonging to ranches on the Fickle Hill road. From this portion of the trail there is a succession of wonderful panoramas, in which Humboldt Bay holds the center of the picture. The city of Arcata in the foreground, Eureka on the opposite side of the bay, and the forest-clad hills and ocean in the distance com-

plete an unsurpassed landscape composition. In clear atmosphere, the line of breakers can be followed for miles along the ocean beach, and ships can be sighted on the far distant horizon. From this point back to the College we follow the Wilder Trail, named for a pioneer settler of this region. This is a well-wooded trail, on high ground all the way, bordered by a mixture of redwood, spruce, wax myrtle, Indian lilac, and in some places tall-growing rhododendron bushes. It approaches the south end of the main college building, past a hillside affording delightful glimpses of the town and bay.

The other two trails are known as the Fern Trail and the Ridge Trail. If we leave the south end of the College and follow the edge of the athletic field to the rear of the tennis court, we find the entrance to the Fern Trail just beyond that point. This trail follows another ravine beside a singing brook to a small abandoned reservoir, surrounded by tall guardian trees. Branching sharply to the left at this point, it passes between high banks covered with ferns, sword ferns, deer ferns, wood ferns, lady ferns, ferns of all sizes and shapes. One feels that with such a unique and luxuriant display the trail could hardly have been named otherwise. For half a mile or more the ferns wave their graceful greetings to us, while the tinkling water flows under the tree roots directly beneath our feet. Then we climb up out of the ravine either to the junction with the Wilder Trail or to the junction with the Ridge Trail.

If we elect to return to the College by the Ridge Trail, we descend the ridge between the two ravines traversed by the Alder and Fern trails. This trail might very well have been named the "Deep Woods Trail," for it traverses the most heavily wooded portion of the country in the vicinity of the College. Douglas fir and Sitka spruce are the most common trees in this stand, though there are many redwoods, especially toward the lower end of the trail. Underbrush is scarce and the forest floor is heavily carpeted with fir and spruce needles. So dense is the foliage that twilight falls here long before the more open spaces turn dusky. A curiosity of the trail-side is an enormous dead redwood tree, probably 300 feet high, stripped of bark and spirally convoluted as to surface. The evidence seems to point to lightning as the paralyzer. Very few redwoods ever die of natural causes.

REDWOOD AUTO PARK.

One branch of the college trail system leads to the Redwood Auto Park, owned by the city of Arcata. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best modern auto park equipment, including a particularly home-like community living-room with fireplace and piano. This room is available to the public and is the scene of many college parties. The park is located about half a mile from the college campus and is equidistant by road or trail. The extensive forest surrounding it gives plenty of opportunity for private picnic parties, undisturbed by regular park campers.

MAD RIVER SWIMMING POOL.

Although there are several good ocean beaches close to Arcata, the water is usually too cold for bathing in comfort. Through the joint efforts of the Arcata Chamber of Commerce and the County Board of Supervisors, however, very good bathing facilities have been provided in the Mad River, only four miles from the College. This is a fairly wide, smoothly-flowing river, with well-wooded banks. A sandy beach slopes gradually into the river, and a sharp bend in the stream at this point insures plenty of deep water near the farther shore. Seen against the background of thickly-matted alder trees, it is a picturesque, as well as commodious, swimming pool. Bath houses and picnic tables have been constructed, and an evening wiener roast is a popular aftermath to the swimming parties.

COAST SAND DUNES.

About four miles west of the College, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle-line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blowouts," long depressions caused by the action of the wind on the less resistant sands; give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the College and



Trinidad Coast.



Breakers at the Big Lagoon.

the whole bay region. Many of the dunes are covered with a thick growth of flowers that like the sand.

Some of the more conspicuous varieties are the sand verbena, a creeping plant with pale-green leaves, profusely covered with bright yellow flowers; the beach aster, a hardy and showy flower with yellow center and lilac-colored rays, blossoming late into the winter; and the fig-marigold, with its curious three-sided fleshy stems and gaudy purplish-pink petals. There are several other less common varieties, such as the primrose, golden-rod, lupine and wild strawberry. A small variety of huckleberry is abundant in autumn in the wooded stretches bordering the dunes.

The sand in the dunes is rather firmly packed and is good hiking territory. Golf can also be played over a considerable portion of it. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, add to the attractiveness of the region.

TRINIDAD COAST.

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata. Here there is a County Free Auto Park with stores and service station and camping facilities on the tree-fringed edge of the beach. This is known as Clam Beach, because twice a month, at full moon and new moon, excellent clam digging is to be had here. They are the large razor clams and are protected by law, only 50 being allowed to one person at a time. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone Beach, a fine expanse of gently receding strand, is reached by a sharply-descending side-road. An inn, sometimes used as a mecca for week-end excursions, is located on the beach. The bluff at the northern end of the beach rises very abruptly from the water's edge, presenting an invitation to the strenuously inclined climber.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the water, connects with an underground cavern which allows the intrushing breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray

and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water along the coast, the spray of the breakers dashing over them or far up on their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life. The largest and most attractive of these coves, recently christened "College Cove" by the college classes in Biology that visited it, is located about one-half mile north of the town of Trinidad.

THE LAGOONS.

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast. There is good fishing in the lagoon in season, and many varieties of water birds may be found in the vicinity. The brown pelicans, one of California's most interesting coast birds, frequent the region in large numbers.

CRESCENT CITY TRIP.

Continuing up the Redwood Highway toward Crescent City, we cross Big Lagoon on a handsome newly-completed bridge, a mile and a half in length. Skirting the inside edges of Stone's and Freshwater Lagoons, we cross a divide and

descend to the valley of Redwood Creek at the little village of Orick (43 miles from Arcata). Here is a very attractive and well-managed inn which is a popular objective for one-day round trips from the College. Salmon fishing at the mouth of Redwood Creek is very excellent in season. Leaving Orick, we pass through one of the finest redwood groves on the coast. It is called Russ Grove and was recently dedicated at a memorial to the pioneers. The vegetation in these more northerly groves is much ranker than in those south of Arcata. Immense ferns, head high, often monopolize the forest floor. Tall rhododendron bushes, flowering in late spring, offer a gorgeous display of color, though somewhat dwarfed by their redwood companions. For 15 miles the road winds its way among these majestic monsters, crossing the Humboldt County line as it emerges from the forest. Now for a ways it is carved out of the hillside high above the ocean, with open pastures, brilliant with lupine and wild iris in spring time, below. Then it passes over the divide to the Klamath River, which is crossed on a new concrete bridge, known as the Douglas Memorial Bridge. This was completed and opened to traffic in the fall of 1926 after a mighty two-year struggle with the turbulent wintertime floods of the Klamath. The remainder of the route to Crescent City passes through some of the finest scenery on the whole trip. Sometimes circling the hillside pastures above the ocean, again dipping to the sea level near sheltered beaches, and at one point traversing another magnificent four-mile stretch of redwood forest close to the oceanside cliffs, it finally rounds the curve of Crescent City Bay, soon to be the scene of extensive improvement operations, and lands us at the capital city of Del Norte County (84 miles from Arcata). It is a two-way surfaced highway at practically all points, well graded and is being continually improved. Under present conditions the round trip can easily be made from Arcata in one day.

BULL CREEK REDWOOD FLAT.

One of the most popular redwood trips in the county is that to the Bull Creek Flat near Dyerville. This is 56 miles south of Arcata on the Redwood Highway. It is a picturesque trip, following the contour of Humboldt Bay for several miles, then crossing the hills into the lower Eel River valley, a rich dairying region. Scotia (37 miles) is the home of the Pacific Lumber Co. and the seat of what is said

to be the largest sawmill in the world. From this point to Dyerville, the road passes through grove after grove of majestic redwood trees. At the bridge near Dyerville, we leave the main highway and follow the right or west bank of the South Fork of Eel River for two miles. Here at the junction of Bull Creek and the river we find the famous Bull Creek Flat of redwoods, said by experts to be the finest redwood grove in existence. There is very little other vegetation in the grove. The forest floor is clean, only a few fallen monsters here and there and an occasional clump of ferns barring the way. The trees stand fairly close together, their deeply-ridged cinnamon brown trunks extending upward for a hundred feet or more without branches. Straight as an arrow, symmetrical to perfection, gigantic in size, often from twelve to fifteen feet in diameter at the base, a few even larger than that, they draw the eye upward to the compact roof of lace-like bright green foliage three hundred feet or more above. There is one specimen that is said to be nearly four hundred feet high. Shot through with shafts of sunlight, this dense forest canopy becomes a thing of wonder and beauty. To spend the night in this grove, observing its more solemn moods in the dusk of evening or in the eerie half-lights of dawn, is an experience that brings one closer to the Infinite.

LUMBER CAMPS AND SAWMILLS.

Humboldt County contains some of the largest lumbering camps and sawmills in the world. Four of the largest establishments are at Crannell, Korbel, Samoa, and Scotia. Permission can usually be obtained to visit these camps and mills. Crannell is located two miles from the Redwood Highway, and thirteen miles north from Arcata. The logging camps, several miles back in the hills, can be reached by the logging railroad, but special permission must be secured from the company's office to travel over them. The work of hauling huge logs from the forest to the loading station by donkey engine and cable can usually be witnessed at any time, but the felling operations are not always being carried on, and it is well to inquire in advance, if one wishes to see that part of the work. Korbel is located twelve miles northeast of Arcata. Besides the big sawmills, there is a beautiful park just beyond the town, named Camp Bauer. Although it is owned by the lumber company, the public is allowed to use it, and many picnic parties are held there.

SAMOA.

Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata (8 miles) or by boat from Eureka. The big lumber mill draws its raw material from the interior forests by railroad, and deposits the finished product on tidewater, ready to be carried to all parts of the world. A favorite day's trip from the College is to drive to Samoa, make a tour of inspection through the mill, then cross to the ocean side of the peninsula (not over half a mile wide at this point) where a smooth, sandy beach adjoins the higher dunes in the rear of the village. An object of curiosity here is the wreck of the *U. S. S. Milwaukee*. Grounded while attempting to rescue the destroyer *Roosevelt* in trouble during the war, its hulk has been battered by the breakers until only a shell of its former self remains. A wooden gangway built from the beach to the boat for salvage purposes may still be climbed by the more venturesome. The beach and near-by sand dunes offer an opportunity to while away the remainder of a lazy afternoon.

OTHER TRIPS.

The surrounding country affords a great variety of climate and scenery. Only a few miles east of Arcata the cool ocean-tempered climate gives way to typical California summer weather, with corresponding changes in vegetation. Driving in a northeasterly direction, we soon cross the first range of coast hills beyond Blue Lake over what is known as the Lord Ellis road. This brings us into the hot interior valley region, beyond the redwood belt. Madrone and tan-bark oak, mixed with plenty of Douglas fir, are the typical trees, and hilly grazing lands alternate with orchards and woodlands. Willow Creek (25 miles from Arcata) is the first village to be encountered. This is located on the Trinity River, where good swimming, and fishing in season, is to be found. A well-kept hotel and auto camp make this a possible over-night trip, though it can easily be done in one day with an early start. Willow Creek is on the State Highway between Arcata and Redding, and if there is time for a two-day trip, the journey can be extended to Weaverville, the county seat of Trinity County (103 miles from Arcata).

The road north from Willow Creek leads through the Hoopa Indian Reservation to Weitchpec, at the junction of Trinity

and Klamath rivers. This is one of the wildest and most picturesque parts of the State of California. At this point the ancient bed of the Klamath River lies on the top of Grasshopper Ridge, at an elevation of 2500 feet above the present stream. The village of Orleans, about 16 miles up the river, can be reached by auto road, and nestles among the high hills in a particularly beautiful location. For twelve miles above Orleans the Klamath flows through a gorge 3000 feet deep. From Weitchpec the return trip can be made, if desired, via French Camp and the Bald Hills route to Orick on the Redwood Highway, thence to Arcata without duplication of route. From Weitchpec to the mouth of the Klamath River, about 40 miles, the Indians frequently make the trip in their redwood canoes. Anyone wishing an unusually thrilling and picturesque trip could journey to Weitchpec by stage, engage an Indian to paddle him down the river to Requa, and return to Arcata by stage over the Redwood Highway.

The trip to Kneeland Prairie (elevation 2800 feet), via Bayside and Freshwater, leads through some fine scenery, wooded hills alternating with open pastures. The "Prairie" itself is quite different from the ordinary middle-western conception of the term. It is merely a collection of high, rolling pasture lands, delightfully green and flower-strewn in spring, brown in summer, surrounded by heavy woods and rugged, craggy mountains. A complete round trip (about 110 miles) can be made by continuing to Bridgeville through some picturesque mountain country, thence following the Van Duzen River back to the Redwood Highway at Fortuna, and so back to Arcata.

There is also some interesting country in the Mattole Valley, reached by a road running directly west from Dyerville on the Redwood Highway. Kings Peak, 4268 feet high, rising straight up from the ocean, may be reached from this valley. This is said to be the highest mountain in California on the ocean's edge. Cape Mendocino, the westernmost point of land in California, is a few miles north of the Mattole. If desired, the circuit may be completed by following the so-called Wildcat Road north through Capetown and Ferndale to the Redwood Highway at Fernbridge (about 150 miles round trip from Arcata).

A trip of about 150 miles through some wonderfully scenic country, though over rather poor but passable roads, is known as the trip "around the block." Leaving the Redwood High-

way at Fortuna, the route is up the Van Duzen River to Bridgeville, thence south through some high mountain country to Blocksburg, and on to Alder Point on the main line of the railroad. Crossing the railroad, the route leads up hill for eight miles to the town of Harris, then turns north again and follows Mail Ridge, so called because the old mail stage from San Francisco used the route before the railroad was built, through Fruitland and Dyerville. This ridge is 3500 feet above sea level and affords extensive views over the whole southern part of Humboldt County.

There are several short round trips from Arcata through the mountain country, all very interesting. The easiest is the one to Bald Mountain via Blue Lake and Korbel, returning via Green Point and the Lord Ellis Road. It is a short hike from the road to the top of Bald Mountain, where one is rewarded by an extensive view. Another circuit may be made via the Fickle Hill Road from Arcata to Butler's Valley, thence across the Mad River, returning via Korbel and Blue Lake. An alternate return route for this trip would be to turn south before reaching Butler's Valley, connecting with the Kneeland Prairie Road and returning via Freshwater. None of the mountain roads off the Redwood Highway should be attempted by a person who has never done any driving except on city pavements. Although they are all gravel surface roads, maintained by the county, yet there are a good many steep and narrow places in them which should not be attempted by any but experienced drivers.

OTHER ATTRACTIONS.

Sequoia Park, Eureka's city park, is located only a few minutes' drive from the center of the city. It may be reached by a street car line. It has excellent picnic facilities, and is a popular objective for trips from the College. A little rustic cabin with fireplace may be used upon application to the keeper of the park. There is an interesting zoo and duck pond at the park. The Eureka Golf Club is located only five miles south of the city, and a green fee entitles visitors to the use of the grounds. Four concrete tennis courts are available for college students at the Arcata High School, when not in use by the high school students. Excellent fishing can be enjoyed in season in the Mad River, just a few miles north of Arcata, and in the Eel River, about 25 miles south of Arcata. Salmon fishing is best in the fall after the first heavy rains, though

many of them are caught in summer at the mouth of the Klamath by trolling. Trout fishing is best in May in the mountain streams east of Arcata. Those who are fond of crabs may indulge in the sport of trapping them, boiling and consuming them on the spot at a public camp ground near the mouth of the Eel River below Ferndale.

EXPENSE.

LIVING ARRANGEMENTS.

The dormitories and commons are under the supervision of the Home Economics Department. Dormitory accommodations are provided for twenty-five women and twelve men. A wholesome family spirit prevails. Room and two meals per day are available at the rate of \$25 per month. Noon lunch is served at the college commons. Dormitory students furnish all bedding, including mattress protector, and towels. The cost of board and room in private homes ranges from \$30 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

FEES.

Regular semester registration fee-----	\$1 50
Summer session registration fee-----	15 00
Delayed transcript fee-----	1 00
Late registration fee-----	2 00
Repetition of English A course-----	10 00
Diploma fee at graduation-----	2 75
Student body fee per semester-----	3 00
Summer session lecture fund-----	1 00
Additional transcripts, each-----	1 00
(One transcript free.)	
Re-registration fee -----	2 00

SELF HELP.

Opportunities for part time employment are often available for young women who are able to assist in housework or in the care of children. The policy of student employment is followed in the College in janitorial, clerical, and cafeteria assistants.

LOAN FUND.

A small loan fund is at the disposal of the College to assist worthy students, enrolled in the three-year professional course, to meet their necessary expenses. Applications for loans should be made to the President.

BOOKSTORE.

The College conducts a cooperative bookstore which sells, without profit, all college text books and supplies.

ADMINISTRATION.

MARKING SYSTEM.

A five-point marking system is used with A, B, C, or D, indicating a passing grade and F, meaning failure. Plus (+) means passed without defining grade; plus-minus ($\pm$), conditioned; inc., incomplete; W, withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes F.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED.

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS.

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, —1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

COUNTS.

Work done should have both quantitative and qualitative characteristics. Quantity is represented by semester units. Quality is represented by honor points.

Counts represent a combination of quantity and quality. They are the sum of the semester units and the honor points. For example, a B mark in a two-unit subject would yield 6 counts. (2 units plus 4 honor points.)

STUDENT PROGRAMS.

Sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the sixteen-unit program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of "counts." The chart given below is recommended as a guide for the student.

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

Summer session programs are limited to six semester units.

Number of counts earned during current semester	Student load or status for following semester
48 or more -----	18 units
40-47 -----	17 units
24-39 -----	16 units
16-23 -----	Less than 16 units
9-15 -----	Probation
0- 8 -----	Disqualification

NOTE.—The above recommendation is based on a marking system that approximates the normal curve of distribution, which in turn is based on objective measurement.

PROBATION AND DISQUALIFICATION.

Regular students who earn less than nine counts in any semester are disqualified for attendance during the succeeding semester.

Regular students who earn less than sixteen counts and more than eight counts will be placed on probation during the succeeding semester. During the probationary semester such students must earn more than fifteen counts or become disqualified.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

REPORTS.

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester scholarship reports are made to the students at the end of the first nine weeks of each semester. The marking system for these reports shall be as follows: plus means passing work with a grade of C or better; D means barely passing; F means failure; plus-minus means conditioned; Inc. means incomplete; W means withdrawn.

For mid-semester purposes each unit of plus shall equal two counts; each unit of D shall equal one count. Students earning less than nine counts (based on the mid-semester marking system) during the first nine weeks, shall face the possibility of immediate disqualification. Definite action in each case shall be determined by the faculty on recommendation of the Scholarship Committee.

PARTICIPATION IN ACTIVITIES.

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon the recommendation of the instructor or coach in charge of the activity. Participation shall be limited to students who have paid their student body dues. Preference shall be given to students who are successfully carrying scheduled programs of work.

Before recommending that any student participate in any extra-curricular activity, the instructor or coach shall:

1. Look up the official scholarship record of the student concerned for the present and preceding semesters.
2. Discuss with each student the probable effect of such participation on his general scholastic record.
3. Report to the Registrar's office a list of students recommended for each activity and each scheduled performance of the activity.

CLASS ATTENDANCE.

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner.

Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course.

For *unexcused absence* from any College class or conference on either of the two days immediately preceding or immediately following a College holiday or vacation, a student shall be dropped from enrollment, and shall not receive credit in any course until he or she shall have re-registered. The fee for re-registration shall be the same as for late registration, \$2.

EXTRA-CURRICULAR ACTIVITIES.

STUDENT SELF-GOVERNMENT.

One significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The term one hundred per cent self-government has been aptly used to describe the system, as the faculty retains only such authority and oversight as is necessitated by the administrative jurisdiction and general responsibility as provided by law. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities and to their country.

ATHLETICS.

Mass participation rather than "class" competition is the end for which athletics is conducted at Humboldt State Teachers College: the College hopes to interest in athletics not only groups of students of all abilities but also the individual who is ordinarily barred when athletics is on a severely competitive basis. To carry out this aim the College provides equipment for various sports; it has a large outdoor field and two indoor playing courts; it encourages participation by women; by men; and, in certain sports, by both men and women together. Finally, it furnishes opportunity for men and women students to obtain experience in coaching and training pupils by offering credit courses for athletic work with the training school pupils.

For men students schedules in football, tennis, basketball, baseball, and track athletics are conducted. Student teams are equipped by the Student Body, but all coaching is under

the Men's Director of Physical Education. In the fall semester football is the major sport, while an extensive basketball schedule is always played during the winter months. The basketball season culminates with a yearly "big game" with the San Jose State Teachers College. During the spring semester the baseball team takes an extended trip through central California, playing college and university teams en route.

For women students there are interschool, interclass and individual athletics. The interschool athletics consist principally of contests with the girls' teams of the various county high schools in basketball, baseball, tennis and track. The primary aim of this competition is to cooperate with the high schools in their efforts to develop friendly and sportsmanlike athletic relations. The women's interclass athletics include basketball, baseball, hockey, soccer, and speed ball. The school's object of "mass participation" has been attained in these interclass competitions: in basketball alone about 75 per cent of the women students participated. For the woman student, however, who is not interested in competitive sports, opportunity for individual recreation is provided in hiking, in archery, and on the small golf course, and at the indoor driving cage for golf.

An especially attractive feature in connection with athletics for women at Humboldt is the organization known as the Women's Athletic Association. Members of this organization have aroused interest in recreational sports among the college women by a system of awards for participation. Under this system points are given for making a college team, for making a class team, and for participation in the individual sports such as archery, golf, quoits, tennis, and hiking. Members of the association also assist the women's games at the College; in addition, they arrange for social functions for the women in athletics. One of the most noteworthy achievements of the Women's Athletic Association is the annual Play Day, when large numbers of girls from the nearby high schools meet at the College and take part in athletic events, on a social rather than a competitive basis.

In the carrying out of its ideal of mass participation in athletics, the College has also developed a unique system in its intra-mural athletics; namely, mixed athletics in which men and women compete in such sports as tennis and volley ball on equal terms, both men and women students being on the

same teams. Each year there are several mixed-doubles tennis tournaments and a mixed volley ball tournament. The college authorities believe that the mixed playing promotes a spirit of camaraderie between the men and women students.

Athletics at Humboldt offer practical training to future teachers as well as promoting the ideas of recreation and camaraderie. Practically all of the college sports are duplicated by the pupils in the training school maintained by the College. Special credit work is arranged for college students who have the ability for, and who wish to get experience in conducting elementary school athletics and in handling children on the playground.

THE HUMBOLDT COLLEGIANS.

To provide opportunity for adequate expression of musical and dramatic ability, and to acquaint the general public with the work of the College, some twenty-odd students are chosen each year for the "Humboldt Collegians," who present a series of two-hour performances in nearby towns and on tour down the Redwood Highway each spring semester.

The program includes one-act plays, dancing numbers, instrumental ensembles, vocal numbers—trio, quartets, sextets, chorus—as well as solo work. It provides an opportunity for students of talent to obtain the practical experience of appearing before the public on a professional basis.

Opportunity to be chosen for the "Collegians" is on a competitive basis; it is open to any student, provided he or she is doing satisfactory school work.

After the numbers are selected, regular rehearsals are held. Then begins a series of local performances in Humboldt County towns.

After the county performances, the Collegians, with three faculty members, make a week's tour of Redwood Highway towns. The trip, which is made in a large motor stage, ends in San Francisco, where the Collegians give a radio performance.

THE ASSOCIATED WOMEN STUDENTS.

Women students are organized into an association which has for its purpose the furthering of cooperation among the women of the student body and the faculty. In carrying out this purpose the Big Sister Movement has been adopted. In addition the Big and Little Sisters have been divided into

groups and each group assigned to a woman faculty member adviser known as the "faculty mother." Besides the assistance rendered by the Big Sisters in school work and social adjustment, each group plans to make some contribution to the school. Other activities and clubs include: The Women's Athletic Association, the Girls' Glee Club, the Program Committee and Hospitality Committee. Plans for this year include sending a delegate to the Y. W. C. A. convention at Asilomar and providing a scholarship fund for one of our girl students.

LITERATI.

This as an honorary literary organization composed of students who have an interest and some degree of skill in one or more of the phases of speech and dramatic arts which include public speaking, debating, literary interpretation, story telling, and drama. The Literati have a dual purpose, viz, self-improvement of the members, and service to Humboldt State Teachers College. The members of the Literati meet in the college social unit once each month for a dinner program. Occasionally the club members dine together at the college commons. Guests are invited to many of the programs.

This group of students have, so far, adopted two annual affairs for which they will be responsible: the annual Pioneers' Program in September, and the Speech and Drama Contest in February. Each fall, soon after college opens, all the pioneers of Humboldt County are invited to the college for a program, designed to do honor to the early settlers of this country, and to acquaint the younger generation with the early history of Humboldt Wonderland which we now occupy. In February each year the Speech and Drama Contest for high school students is held at the College. The Literati members not only help to work out details and help to carry on the contest, but they also serve a banquet and act as hosts to all the visiting high schools.

COSMOPOLITAN CLUB.

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of

understanding of all peoples and foster international good will." Open-mindedness and a desire to make a fruitful contribution to the organization's life are the only qualifications to membership.

The club meets one afternoon a week in the social unit and devotes at least one hour to the discussion of a problem decided upon by the members at the previous meeting. Ample literature on each topic is available and members are requested to become acquainted with all the angles of the question under consideration before discussion takes place. Once a month the club meets in the evening, when dinner is served, followed by an address and social program.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

The Young Men's Christian Association of Humboldt State Teachers College is a member of the county, state and national organization and has accepted the constitution which governs college membership throughout the country.

The association welcomes and seeks to include in its membership all men of the College, whether students or members of the faculty.

A meeting is held one evening each week. At present the plan of program is to hold a forum discussion twice each month, using as a text "Thirty Studies in the Life of Jesus" by Bosworth. The discussion meetings are alternated with two addresses, one by a member of the faculty, and the other by some individual not connected with the College. A period of discussion follows each address.

Four young men of the College attended the 1927 conference held during Christmas week at Asilomar, California.

SOCIAL LIFE.

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body is in general charge of all social activities in the College and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students various channels of self-expression through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure

happiness in college life by creating opportunities for wholesome recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizenship.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining high standards of conduct and scholarship. The Cosmopolitan Club brings the student in contact with various problems of national and international scope. The College Lyceum course and the Dramatic Club offer opportunities in the music and dramatic fields. The College Civic Club is active in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged. Special interscholastic athletics and play days for women are arranged by the Women's Athletic Association, and lectures, dances, class parties, and other social functions contribute to enliven and develop social relationships. The Alumni Association is active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.



Front Entrance.

ADMISSION.

ALTERNATE QUALIFICATIONS.

(a) Graduates of accredited public high schools of California, graduates of other schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

A high school graduate who presents twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete re-evaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the college, or for sufficient reason continue as provisional students.

(b) Teachers holding valid primary, elementary, kindergarten, kindergarten-primary or special certificates to teach in any county in the state may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the teachers colleges of this state, may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

(d) Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

(e) Persons not qualifying under any of the above regulations who have satisfied the president of the teachers college concerned that they have completed a regular four-year high school course or the equivalent, who make satisfactory grades in college aptitude tests, and who present evidences of satisfactory character and personal qualities, may be admitted to undergraduate standing.

(f) Persons over twenty-one years of age may be admitted to undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the teachers college concerned, be equivalent to any of the above requirements.

GENERAL QUALIFICATIONS.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

Physical Examination.

On entrance, just before graduation and at any other time necessary a physical examination by the college physician will be required.

English A.

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will be on fundamentals in grammar, usage, and composition. Students failing to pass this examination will be enrolled in the two-hour noncredit course in English A preparatory to trying the next examination offered in the subject.

College Aptitude Test.

All entering students are required to take the college aptitude test. It will be scheduled just preceding the opening of the semester.

Fundamentals.

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, reading, writing, arithmetic, spelling, history, geography. Students whose skill in the fundamentals is not up to the standard necessary in the ordinary functions of life may enroll in the "Opportunity Class in the Fundamentals."

The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects no college credit is given for it.

Necessity for enrolling in the "Opportunity Class" will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standard tests and measurements; by the judgment of the student at any time that he needs the work.

ADVANCED STANDING.

Advanced standing will be given to students who come from other institutions of recognized collegiate rank. Every such student is required to present a certified statement of his college record, together with a statement showing in detail the basis upon which the applicant was matriculated and the preparatory subjects for which matriculation credit was given.

Minimum residence requirements are as follows: 16 units for the three-year course; 24 units for the degree course.



GRADUATION.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR THREE-YEAR COURSE.

The regular three-year elementary teacher training course prescribed in accordance with law, the regulations of the State Board of Education, and the regulations of the Faculty of the College requires for graduation ninety-six units. The required subjects are marked with an *. (This course is in effect until September 15, 1930.)

Subject Requirements—Lower Division.

ART.

	Units
*Public School Art-----	3
	3

EDUCATION.

*Introduction to Education-----	2
Arithmetic A-----	0
*Arithmetic Methods 1A-----	1
*Silent Reading-----	2
*Curriculum and Methods-----	2
	7

PSYCHOLOGY.

*General Psychology-----	3
*Educational Psychology-----	3
	6

ENGLISH.

English A-----	0
*English 1A-----	3
*Public Speaking 1A-----	3
*Children's Literature and Story Telling-----	3
	9

MUSIC.

*Sight Singing-----	1
*Public School Music-----	2
	3

NATURAL SCIENCE.

*A year course-----	6
*Elements of Geography-----	3
*Nature Study-----	3
	12

PHYSICAL EDUCATION.

	Units
*Hygiene -----	2
*Activities for adults, one-half unit each semester-----	1½
*Plays and Games for Children-----	½
*Organization of Physical Education -----	2

6

SOCIAL SCIENCE.

*A year course -----	6
*Economic History of the United States-----	3
* American Government -----	3

12

Subject Requirements—Upper Division.

EDUCATION.

*Practice Teaching -----	10
*Educational Measurements -----	3
*Objectives in Education (Principles of Education)-----	2
*Education for Citizenship -----	2
*Public Education in California-----	2

19

PHYSICAL EDUCATION.

*Activities for adults, one-half unit each semester-----	1
--	---

1

Group Requirements—Lower Division.

English -----	6 units	Physical Education ---	4 units
Psychology -----	6 units	Natural Science-----	12 units
Education (Upper and Lower Division) ----	24 units	Social Science -----	12 units

In addition to the six groups listed above two groups of 6 units each to be selected from the following list:

Education	Agriculture
Art	Biological Science
English	Chemistry
Music	Physics
Economics	Home Economics
History	Industrial Arts
Political Science	Logic
Sociology	Mathematics
Physical Education	Romanic Languages

Public School Art and Public School Music may be counted under Education.

Group Requirements—Upper Division.

One group of 6 units of *Upper Division* subjects.

REQUIREMENTS FOR GRADUATION FROM THE REGULAR FOUR-YEAR DEGREE COURSE.

The regular four-year elementary teachers degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the college requires for graduation 124 semester units. The required subjects are marked with an *. (This course will be required of all candidates for an elementary teaching credential granted after September 15, 1930.)

Subject Requirements—Lower Division.

ART.		Units
*Public School Art	-----	3
		—
		3
EDUCATION.		
*Introduction to Education	-----	2
Arithmetic A	-----	0
*Arithmetic Methods 1A	-----	1
*Silent Reading	-----	2
*Curriculum and Methods	-----	2
		—
		7
PSYCHOLOGY.		
*General Psychology	-----	3
*Educational Psychology	-----	3
		—
		6
ENGLISH.		
English A	-----	0
*English 1A	-----	3
*Public Speaking 1A	-----	3
*Children's Literature and Story Telling	-----	3
		—
		9
MUSIC.		
*Sight Singing	-----	1
*Public School Music	-----	2
		—
		3
NATURAL SCIENCE.		
*A year course	-----	6
*Elements of Geography	-----	3
*Nature Study	-----	3
		—
		12

PHYSICAL EDUCATION.

	Units
*Hygiene -----	2
*Activities for adults, one-half unit each semester-----	1½
*Plays and Games for Children-----	½
*Organization of Physical Education-----	2
	6

SOCIAL SCIENCE.

*A year course -----	6
*Economic History of the United States-----	3
*American Government -----	3
	12

Subject Requirements—Upper Division.

EDUCATION.

*Practice Teaching -----	10
*Educational Measurements -----	3
*Objectives in Education (Principles of Education)-----	2
*Education for Citizenship -----	2
*Public Education in California-----	2
	19

PHYSICAL EDUCATION.

*Activities for Adults, one-half unit each semester-----	2
	2

Majors and Minors.

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
Chemistry	Physical Education
Economics	Physics
English	Political Science
History	Romanic Languages
Home Economics	Sociology
Industrial Arts	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes.

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than education may be allowed in the combined lower and upper divisions.

RECOMMENDED SEQUENCE—THREE-YEAR TEACHER TRAINING COURSE.

February, 1928.

	Lower Division				Upper Division	
	Freshman year		Sophomore year		Junior year	
	Sem. I	Sem. II	Sem. I	Sem. II	Sem. I	Sem. II
Ten Unit Course					Practice Teaching	
Three Unit Courses	English 1A Nat. Science Soc. Science Gen. Psych.	Pub. Sch. Art Nat. Science Soc. Science Educ. Psych.	Pub. Spk. 1A Elem. of Geog. Econ. Hist. U. S. Group Elec.	Ch. Lit. & St. Tl. Nature Study Amer. Gov't Group Elec.	Educ. Meas. Group Elec.	Elective Elective Group Elec.
Two Unit Courses	Intro. to Educ. Hygiene	Elective	Silent Reading Pub. Sch. Music	Curriculum Org. of Phy. Ed.		Educ. for Critiz. Pub. Ed. Calif. Prin. of Education
One Unit Courses		Sight Singing Arith. Meth. 1A				Elective
Half Unit Courses	Phy. Act.	Phy. Act.	Plays & Games	Phy. Act.	Phy. Act.	Phy. Act.
First Group Elective.....	Lower Division.				Upper Division	
Second Group Elective.....					First Group Elective.....	
					Second Group Elective.....	

RECOMMENDED SEQUENCE—FOUR-YEAR TEACHER TRAINING COURSE.

February, 1928.

	Lower Division				Upper Division			
	Freshman year		Sophomore year		Junior year		Senior year	
	Sem. I	Sem. II	Sem. I	Sem. II	Sem. I	Sem. II	Sem. I	Sem. II
Ten Unit Course					Practice Teaching			
Three Unit Courses	English 1A Nat. Science Soc. Science Gen. Psych.	Pub. Sch. Art Nat. Science Soc. Science Educ. Psych.	Pub. Spk. 1A Elem. of Geog. Econ. Hist. U. S. Group Elec.	Ch. Lit. & St. TL Nature Study Amer. Gov't Group Elec.	Educ. Meas. Group Elec.	Elective Elective Group Elec.	Elective Elective Group Elec.	Elective Elective Group Elec.
Two Unit Courses	Intro. to Educ. Hygiene	Elective	Silent Reading Pub. Sch. Music	Curriculum Org. of Phy. Ed.		Educ. for Citiz. Pub. Ed. Calif. Prin. of Educ.	Elective Elective	Elective Elective
One Unit Courses		Sight Singing Arith. Meth. 1A				Elective		
Half Unit Courses	Phy. Act.	Phy. Act.	Plays & Games	Phy. Act.	Phy. Act.	Phy. Act.	Phy. Act.	Phy. Act.
Lower Division				Upper Division				
Major.....				Major.....				
First Minor.....				First Minor.....				
Second Minor.....				Second Minor.....				

TWO-YEAR JUNIOR COLLEGE COURSES.**Aims and Purposes.**

The Junior College courses are designed for four different groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Science in a college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the course leading to the junior certificate in the College of Letters and Science.

(b) Students planning to obtain a degree in a College of Applied Science or in a Professional School who wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of work in the Junior College will be accepted in the special field in which they are planning to prepare.

(c) Students who are working for the Two-Year Diploma issued by the State Board of Education to Junior College graduates.

(d) Special students enrolled for particular courses only.

Junior Certificate Curriculum.

The requirements for the Junior Certificate in the College of Letters and Science are sixty-four units of college work including the following:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units for Biology, Physics, Chemistry. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

* (1) English, Public Speaking.

(2) Foreign Language (additional to b).

(3) Mathematics (additional to c).

* (4) Economics, History, Political Science.

(5) Philosophy, Logic.

NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

Junior College Diploma.

Requirements for the Junior College Diploma issued by the State Board of Education are sixty-four units, distributed as follows:

	Units
English A -----	—
English -----	6
Physical Education -----	4
Social Science -----	6
Science and Mathematics -----	6
Additional—an arrangement of courses showing twenty hours of work in one department -----	20
Electives -----	22
	—
	64

Recommended Sequence of Junior College Subjects.

FRESHMAN YEAR.

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
Science -----	3 or 5	Science -----	3 or 5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Economics 1A -----	3	Economics 1B -----	3
European History 4A -----	3	European History 4B -----	3
Mathematics 3A -----	3	Mathematics 3B -----	3
Hygiene -----	2	Educ. Psychology -----	3
Gen. Psychology -----	3	Public Speaking 1A -----	3
Trigonometry -----	2	Physical Activities -----	$\frac{1}{2}$
Physical Activities -----	$\frac{1}{2}$		

SOPHOMORE YEAR.

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 56A -----	3	English 56B -----	3
Science -----	3 or 5	Science -----	3 or 5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Political Science 1A -----	3	Political Science 1B -----	3
History Americas 8A -----	3	History Americas 8B -----	3
Mathematics 4A -----	3	Mathematics 4B -----	3
Logic 1A -----	3	Logic 1B -----	3
Elem. of Geography -----	3	Econ. Hist. of U. S. -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts.

SUMMER SESSION COURSES.

This chart gives a quick survey of courses to be offered in the 1928 Summer Session. Descriptions may be found on the following pages.

ART.

Public School Art.
Elementary Handwork.
Design.

EDUCATION AND PSYCHOLOGY.

Administration and Supervision Credential Courses.

Organization and Supervision of Instruction.
School Organization and Administration.
Growth and Development of the Child.
Philosophy of Education.
Educational Tests and Measurements.
History of Education in the United States.
Curriculum Construction.
The Principal and His School.
Rural Education.

Special Requirements for the Elementary and Junior High School Credential Courses.

Principles of Elementary Education.
Principles of Junior High School Education.
Public Education in California.
Education for Citizenship.
United States Constitution.

Diploma and Elective Education Courses.

Educational Psychology.
Silent Reading.
Primary Methods.
Intermediate and Grammar Grade Methods.

ENGLISH.

English 1A.
News Writing.
Living English
Great Romantic Poets.

HOME ECONOMICS.

Nutrition.

MODERN LANGUAGES.

French A.
German A.

MUSIC.

Sight Singing.
Public School Music.
Music Appreciation.

NATURAL SCIENCE.

Nature Study.

Geology.

Meteorology.

Local Flora.

Biology 1A.

PHYSICAL EDUCATION.

Organization of Physical Education.

Plays and Games for Children.

Growth and Development of the Child.

Major Sports in Elementary Grades.

SOCIAL SCIENCE.

Labor Conditions and Problems.

American Government (U. S. Constitution).

History of Civilization 1A.

SPEECH AND DRAMA.

Public Speaking 1A.

Children's Literature and Story Telling.

COURSES OF INSTRUCTION.

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division. Or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199, inclusive.

Summer Session Courses are so indicated at the end of the description of the course.

The abbreviation d.h.r. means days and hours to be arranged with the instructor.

ART.

1. *PUBLIC SCHOOL ART.

This course is designed to aid prospective teachers in elementary instruction and also to furnish a good foundation for further art study. It aims to develop the power of observation and appreciation of beauty in school surroundings, in pictures and in nature; second, to gain fundamental facts about form, color and design. Emphasis is placed upon first getting the idea to express, then representing it on paper, or the drawing.

Three units, three one-hour periods per week. (1928 summer session, two units.)

2. ELEMENTARY HANDWORK.

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving, using paper, reed, raffia and pine needles is emphasized.

Two units, two one-hour periods per week. (1928 summer session, two units.)

3. ART APPRECIATION.

The development of pictorial art, sculpture, and architecture from the earliest time to the present forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of all the principles of artistic composition.

Two units, two one-hour periods per week.

4. BASKETRY.

This course includes the use of basketry materials in braided, knotted and woven work.

One or two units, d.h.r.

5. DESIGN.

A study of the elements and principles of art structure fundamental to further art work. Making original designs and learning color theory and harmonies by applying them to the patterns designed.

Three units, three one-hour periods per week. (1928 summer session, two units.)

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three units, three two-hour periods per week.

7. MECHANICAL PERSPECTIVE.

Drawing of buildings and landscape settings. Mechanical application of direction of lighting and position of shadows. Projection of buildings into perspective views of different angles.

Two units, two one-hour periods per week.

101. ADVANCED FREEHAND DRAWING AND PAINTING.

First principles of figure, pose or action drawing combined with landscape perspective study, special emphasis being placed on composition of picture.

Three units, three one-hour periods per week.

102. APPLIED DESIGN.

Advanced problems in original designs suitable for industrial uses, such as block print and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses.

Three units, d.h.r.

103. CRAFTS.

Textile decorations by use of batik, block prints, stencils and dyeing. Leather tooled projects, such as card cases, purses, book covers in simple hand-sewed construction.

One or two units, d.h.r.

110. ART TEACHING METHODS.

A study of presentation of lessons in observation and drawing: correlation of Art with other subjects; discussions of application to surroundings and work; and opportunity for demonstration lessons.

Prerequisite: Courses 1 and 2.

One unit, d.h.r.

EDUCATION AND PSYCHOLOGY.

1. *GENERAL PSYCHOLOGY.

This course comprises a study of the facts relating to the physical basis of mind, the nature of the mental process, and the laws governing mental action, together with a study of the resulting behavior. The formation of correct study habits on the part of the students themselves is emphasized. Through self-observation of the ordinary mental experiences of the individual as supplementary to the material of the text and lectures, the work is supplemented in terms of the personal experience of the student, thus enabling him better to understand the fundamental principles underlying human behavior.

Three units, three one-hour periods per week.

2. *EDUCATIONAL PSYCHOLOGY.

Following General Psychology, this course embraces the study of the basic facts and principles of mental activity and applies them to the specific problems of teaching. The capabilities of the child as an individual are studied in the light of the general facts of psychological procedure, with special emphasis on the laws of learning and of habit formation. Pedagogical problems are given practical application through the study of the individual child under actual schoolroom conditions.

Three units, three one-hour periods per week. (1928 summer session, three units.)

100. MENTAL TESTING.

This course will embrace a brief history of mental tests, together with a study of their nature, limitations and possibilities from the point of view of the teacher and supervisor. The bearing of both general mental ability and special aptitudes on school achievement and their relation to hereditary factors will be emphasized. The interpretation of the fact of individual variation in mental ability in its bearing on the work of the teacher will form the core of the course.

Two units, two one-hour periods per week.

101. ADVANCED EDUCATIONAL PSYCHOLOGY.

This course includes an intensive study, with some experimentation, of the nature of learning, including capacity to learn and the laws of the learning process. The work will also emphasize the training of children who vary from the normal in mental ability.

Prerequisites: General Psychology and Introductory Educational Psychology.

Three units, three hours per week.

3. *INTRODUCTION TO EDUCATION.

The purpose of this course is to set before the student the opportunities and problems of the teaching profession and to help him to understand the part education plays in modern society. As it is introductory to all the other courses in this department it should be taken the first semester after entrance.

Two units, two one-hour periods per week.

4. LIBRARY TRAINING.

Instruction, classroom discussion, and problems in (1) the use of libraries; (2) the organization of libraries and the various technical processes of library work, with special emphasis on school libraries.

One unit, one one-hour period per week.

5. *SILENT READING.

Silent reading is the basic activity of all elementary education. All school work involves reading in study of some type and is thus fundamentally dependent upon the ability of the child to grasp speedily and comprehensively the full meaning of the material he reads by himself. Since practically every other school activity depends upon the ability of the child to read silently and intelligently, this course aims to give the prospective teacher the orientation, the understanding and the appreciation of its value as a most important factor in the success of the child in all school work, and also provide the working knowledge of the mechanism and the mental processes involved in silent reading.

Two units, two one-hour periods per week. (1928 summer session, two units.)

6. *ARITHMETIC METHODS 1A.

General principles of the teaching of arithmetic based upon experimental investigations form the basis of this course. Special aspects of the state text receive special comment and are given a psychological interpretation.

One unit, one one-hour period per week.

7. *CURRICULUM AND METHODS.

The outstanding feature of this course is the establishment of the basic principles which determine the nature and scope of the subject matter to be taught in the schools and also those which underlie all teaching procedure as interpreted in the specific terms of the particular subject and the individual pupil to be taught. The study of the curriculum and of methods finds its highest value in application to the problems of individual creative education in which each child is given the opportunity to work out his own progress under the intelligent stimulation of the teacher and the school. *Subject matter* is emphasized as the material, while *method* is the educational procedure necessary to provide the learning conditions which will secure the natural initiative and the creative activity of each individual pupil.

Two units, two one-hour periods per week.

102. *PRACTICE TEACHING.

Efficiency in teaching can only be attained through the right kind of practice. This requires concentration on the problems involving the child taught rather than upon the subject matter as an end in itself. It involves the necessity of working under school conditions as they are. This course aims to provide the practical opportunities necessary to interpret the material of instruction in terms of the individual needs of the pupil under trained supervision.

Upper division course, ten units, five half days per week for one semester.

103. *EDUCATIONAL MEASUREMENTS.

This course is taken simultaneously with practice teaching, thus providing the opportunity for practical application of principles and procedures involved under actual teaching conditions. Its main purpose is to place before the student the salient principles and fundamental processes involved in the practical use of standard tests in elementary school work. Various types of achievement tests are studied and a distinct effort is made to interpret the testing procedure according to the limitations and special problems of the small school system and to utilize it in diagnostic and remedial work. A study of the nature of intelligence tests of both group and individual types used in the placement and individual consideration of pupils form an important part of the work. Statistical computation and representation is limited to that necessary for recording and properly interpreting results.

Three units, three one-hour periods per week. (1928 summer session, two units.)

104. *OBJECTIVES OF EDUCATION. (Principles of Education.)

The two main objectives in this course are first, the interpretation of life values and purposes as embodied in social relationships, history, literature, and the arts; and second, life contacts as determined by science. It embraces the meaning of experienced learning, teaching, method, and other phases of educational procedure as interpreted in terms of changing conceptions in goals in education. This course consists of the study of the important problems involved in educational publicity together with practical application of the basic principles which must be understood to secure this necessary cooperative contact in order that both the schools and the public may progress together.

Two units, two one-hour periods per week. (1928 summer session, two units.)

105. *EDUCATION FOR CITIZENSHIP. (Civic Education.)

The purpose of this course is two-fold, to define the nature and scope of citizenship in its bearing on the individual as a member of the social unit, and to provide the prospective teacher with the concepts and methods necessary to present properly the facts and principles of good citizenship to the children in the schools. Actual problems arising from the social needs of the school are taken as a basis of the work. This practical application brings each student into actual contact with the fundamental problems involved in the fact of citizenship. From the school group to the community and the state are logical steps.

Two units, two one-hour periods per week. (1928 summer session, two units.)

106. *PUBLIC EDUCATION IN CALIFORNIA. (School Law.)

A study of the structure, organization, and administration of the California school system, as given in the School Law of the State, and as interpreted by the rulings of the State Board of Education, the Attorney General, and the California courts. Intended to give to prospective

teachers a conception of the historical development and the main features of the California school system.

Two units, two one-hour periods per week. (1928 summer session, two units.)

107. ELEMENTARY STATISTICS.

This course stresses the logic of statistics from the standpoint of elementary mathematics, and emphasizes its application to social, educational, and mental measurements. Those passing this course will find themselves to be equipped with the fundamental statistical devices commonly used in psychological and educational work. Such knowledge is essential to an intelligent reading of modern educational literature.

Three units, three one-hour periods per week.

110. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular attention is given to the problem of individual differences and to the articulation of the elementary and secondary schools.

Two units, two one-hour periods per week. (1928 summer session, two units.)

115. PRIMARY METHODS.

This course deals with improved methods of teaching the fundamental subjects in the primary grades and showing their application in concrete situations. Readings, reports, observation in the Demonstration School, and discussions will be required.

(1928 summer session, two units.)

116. INTERMEDIATE AND GRAMMAR SCHOOL METHODS.

This course will be a study of problems of method and classroom management in the intermediate and grammar grades.

(1928 summer session, two units.)

120. SCHOOL ORGANIZATION AND ADMINISTRATION.

An introductory course dealing with the main problems of supervision and administration of elementary and junior high schools. Administration and Supervision Credential Course.

(1928 summer session, two units.)

121. THE GROWTH AND DEVELOPMENT OF THE CHILD.

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps. Administration and Supervision Credential Course.

Two units, two one-hour periods per week. (1928 summer session, two units.)

122. HISTORY OF EDUCATION IN THE UNITED STATES.

A study of the evolution of the American Public School System, including a study of the vital forces which have shaped our current educational ideals and practices. Administration and Supervision Credential Course.

(1928 summer session, two units.)

123. CURRICULUM CONSTRUCTION. (The Elementary School Curriculum.)

A study of the principles involved in the construction of the curriculum of the elementary school, including the underlying educational philosophy and social background of the various subjects. Discussions of recent surveys and investigations in this field and some practical problems in the organization of model curricula. Administration and Supervision Credential Course.

(1928 summer session, two units.)

124. PHILOSOPHY OF EDUCATION.

This course will be a study of our educational system as one of the agencies created by the American people to perpetuate and accelerate our progressive civilization. It will trace the evolution of the more fundamental philosophies of education, and show the evolutionary process by which our modern educational ideals have been attained. Administration and Supervision Credential Course.

(1928 summer session, two units.)

125. THE PRINCIPAL AND HIS SCHOOL. (The Work of an Elementary School Principal.)

A practical course dealing with the various phases of the administration and supervision of a modern elementary school, including the organization of the school, classification of pupils, supervision of instruction, and problems of faculty, student and community relationships. Administration Credential Course.

(1928 summer session, two units.)

126. ORGANIZATION AND SUPERVISION OF INSTRUCTION.

This course deals with the development of supervision and with its aims as they have been stated from time to time, with special emphasis on the point of view of the present, and on the technique for their realization. School organization, outlines of subject matter, lesson plans, conferences, testing, programs both for children and teachers, teaching methods and their place in a progressive system will be carefully analyzed. The course will center about the conception of the teacher as the most important single factor of the school system, and the development of the personality of the teacher as the chief concern of the supervisor. Administration and Supervision Credential Course.

(1928 summer session, two units.)

127. RURAL EDUCATION.

The institutions, organizations, and conditions of rural communities throughout the United States and especially in California will be stressed. The rural school as the integrating factor in rural life will be placed in its proper perspective. The teacher as an exponent of the larger vision

of the country in its economic, intellectual, and social relations to the urban communities will be specially emphasized. In the discussion of the curriculum, organization and methods of rural schools, attention will be given to the opportunity of rural teachers to assume a position of leadership in educational thought and practice in the state. Administration and Supervision Credential Course.

(1928 summer session, two units.)

ENGLISH.

*ENGLISH A.

English A is a review of English fundamentals—grammar, diction, spelling, punctuation, sentence structure—with some theme organization. This course is required of all students who do not pass the Subject A examination. Two one-hour periods per week. No college credit.

1A. *ENGLISH COMPOSITION.

Training in practical expository writing is the aim of this course. Emphasis is placed on collecting material, on arranging this material in logical form, and on presenting it in clear, idiomatic English as if for possible publication. English 1A is required of all Teachers College students. Prerequisite: English A or the passing of the Subject A examination.

Three units, three one-hour periods per week. (1928 summer session, two units.)

1B. ENGLISH LITERATURE AND COMPOSITION.

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A. Three units, three one-hour periods per week.

30. RECREATIONAL READING 1A.

The purpose of this course is to introduce the student pleasantly to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

One unit, two one-hour periods per week.

31. RECREATIONAL READING 1B.

The purpose of this course is to introduce the student pleasantly to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly non-fiction. Prerequisite: Recreational Reading 1A.

One unit, two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.

The beginnings of English language and literature and the main aspect of their development down to the Elizabethan Age are studied. Prerequisite: English 1B.

Three units, three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

This course embraces the leading movements in the development of English literature from Ben Jonson to present day writers.

Three units, three one-hour periods per week.

100. NEWS WRITING.

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements. Prerequisite: English 1A, except by special permission. Students will also be given instruction designed to help them in supervising junior high school or high school newspapers.

Three units, three one-hour periods per week. (1928 summer session, two units.)

114A. SURVEY OF ENGLISH DRAMA TO 1642.

This course will give an outline of the history of English drama from the Miracle Plays to 1642. Representative plays of each period are read. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

114B. SURVEY OF ENGLISH DRAMA FROM 1642.

This course will give an outline of the history of English drama from 1642. Representative plays of each period are read. Although 114B is designed as a continuation of 114A, the students may elect 114B without having had 114A. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

115. THE ENGLISH LANGUAGE.

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three units, three one-hour periods per week. (1928 summer session, two units.)

117. SHAKESPEARE.

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

151. CHAUCER.

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

152. FEATURE WRITING.

Students will first study examples of some typical present-day newspaper feature stories. They will then be given practice in the writing of feature stories. The best of these will be submitted to newspapers for publication. Prerequisite: News Writing, or practical newspaper experience.

Three units, three one-hour periods per week.

153. CREATIVE WRITING.

Practice in the writing of verse, light essays, and epigrams will be given.

Three units, three one-hour periods per week.

154. GREAT ROMANTIC POETS.

An appreciative study of selections from Wordsworth, Coleridge, Shelley, Keats, Tennyson, and Browning, with biographical and critical lectures. Certain poetical criteria will be advanced, and an effort made to interpret the viewpoint of these contributors to nineteenth century thought.

(1928 summer session, two units.)

HOME ECONOMICS.

1. CLOTHING SELECTION.

A study of the adaptation of design to human figure, and the adaptation of color to the skin. A study of the essentials of being well dressed; hat and accessory selection; hygiene of clothing. It deals with the wearing qualities, and other values of textile fibres and of common fabrics; also weekly care of clothing, repair of clothing, and removal of stains.

Of equal interest to both men and women.

One unit, one one-hour course per week.

2. CLOTHING I.

A study of the essentials in garment fitting; learning to cut any type of neck line; learning to design and fit any type of collar to this neck line; making of plackets, set-in pockets, sleeves, constructing slip, gown or bungalow apron, making simple dress, constructing more difficult dress.

To be taken as a one-unit course or as a two-unit course in connection with Clothing Selection or with Clothing Selection as a prerequisite.

One-unit course, three one-hour periods per week.

Two-unit course, five one-hour periods per week.

3. CLOTHING II.

General consideration of the economic problems in clothing production; some work in costume designing; practice in the making of wool and silk garments and children's dresses. The aim is greater independence, originality, and skill in handling different materials. Prerequisite: Clothing I.

Three units, three two-hour periods per week.

4. COSTUME DESIGN.

A study of line, color and textiles in relation to costume for different types, occasions, and seasons.

Two units, two one-hour periods per week.

5. MILLINERY.

A course dealing with the selection of the ready-made hat, the making of simple buckram and wire frames, the choice of materials, and making of different types of hats and ornaments, also the renovation of old hats will be offered.

Two units, two two-hour periods per week.

6. FOODS AND HOME-MAKING.

This is a brief study of the food needs of the body and of food composition. A study of home equipment, and a systematic study of the daily and weekly routine, routing, and arrangement of the home. A study of meal costs as related to income, comparative costs of meals and menus; bulk or small quantity buying, seasonal cooking, the emergency shelf, conveniences, cleaning methods, and house furnishing.

Two units, two one-hour periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS. (For men and women.)

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two units, two one-hour periods per week. (1928 summer session, two units.)

8. HOME ECONOMIC EDUCATION.

A study of the contents of sewing and food courses. It includes the making of models for the various grades. A study of standards of teaching; standards for the laboratory, for the equipment selection, for lighting, for sanitation and space. Prerequisite: High School sewing or Clothing I and Foods and Homemaking, or Elementary Nutrition and Dietetics.

One unit, one-hour period per week.

INDUSTRIAL ARTS.

1. ELEMENTARY WOODWORK.

This course is intended for those students who have never before had any experience with woodworking tools and who wish to take away with them some knowledge of the subject. The general principles of the work will be covered and one or two pieces made.

One unit, one two-hour period per week.

5. POTTERY.

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for hand-work.

All of the processes are taken up, from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three units, two or three two-hour periods per week.

7. MECHANICAL DRAWING.

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two units, two two-hour periods per week.

8. ELEMENTARY WOODWORK AND METHODS IN MANUAL TRAINING.

This is a course giving practical experience in handling woodworking tools as well as giving methods in planning and conducting a course in elementary woodwork. Lesson plans, job sheets, equipment, materials and projects will be studied.

Two units, two two-hour periods per week.

10. HOUSE PLANNING AND PERSPECTIVE DRAWING.

Students who are interested in a home or a school will find this course very valuable. It is given with the hope of aiding in the betterment of American homes, or "The Home Beautiful."

The house is studied from the point of view of convenience, service, beauty, and cost of construction. Grounds are planned and laid out and houses located. The demands of good school buildings of an elementary type are studied.

Three units, three one-hour periods per week.

12. METAL ARTS.

Metal arts is quite often classified under "Hammered Copper Work and Jewelry," and is a course in which the student's ability will govern whether the course is to be elementary or advanced. Making of bowls, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Two units, two two-hour periods per week.

14. HOME MECHANICS.

This course is planned to meet a two-fold purpose. First, to give a student of a technical nature an opportunity to work out in practice the laws which he studies in applied physics; and, second, to give prospective teachers that practical experience which will enable them to understand, maintain and repair the common electrical and mechanical devices used

about the home. The course will consist of the following general subjects: elements of concrete work and masonry as applied to walls, foundations, and fireplaces; principles in wood construction; painting; kalsomining; plumbing; simple soldering and sheet metal work; elementary electricity, such as battery service, house wiring, transformers, radio sets, meter reading and electrical appliance building.

Three units, three one-hour periods per week.

101. ADVANCED WOODWORK.

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three units, three two-hour periods per week.

102. JEWELRY.

This is a continuation course to be taken up after the student has had the course in Metal Arts. It is a course planned for students who are interested in industrial arts from the viewpoint of future teaching in the field. It will deal with advanced problems in metal work, teaching methods, equipments, costs, and problems of a like nature.

Two units, two two-hour periods per week.

103. THE ART OF HOUSE DESIGN.

This is a continuation course following the one given in House Planning and should not be taken until the other one has been completed. In the work given here the student will put into practice much of the training given in the other course which could only be touched upon at that time. Houses will be designed, estimates figured, contracts and labor problems taken up, and construction problems discussed.

Three units, three two-hour periods per week.

104. SPECIAL METHODS IN MANUAL TRAINING.

This course is planned for seniors who find that they are in need of training to teach shop work. Often a teacher is called upon to teach shop work in connection with some of the regular subjects. This course is planned to fit the need of students under such conditions. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, jobs sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two units, two two-hour periods per week.

105. COMMERCIAL POTTERY PRODUCTION.

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gotten in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production

methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three units, three two-hour periods per week.

MATHEMATICS.

C. TRIGONOMETRY.

Subject matter: Elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two units, two one-hour periods per week.

D. ALGEBRA.

Subject matter: Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two units, two one-hour periods per week.

MATHEMATICS 3 and 4. Introductory note.

A knowledge of calculus (and its prerequisites) enables the student to solve problems concerning variable quantities; precisely as a knowledge of arithmetic or algebra enables him to solve questions concerning constant quantities. Students intending to take up scientific courses should note that calculus is necessary for the solution of many problems which arise in physics and engineering.

3A. COORDINATE GEOMETRY.

Subject matter: A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra and trigonometry.

Three units, three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.

Subject matter: A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three units, three one-hour periods per week.

4A. INTEGRAL CALCULUS.

Subject matter: A review of differential calculus and study of integral calculus. Prerequisite: Differential calculus.

Three units, three one-hour periods per week.

4B. INTEGRAL CALCULUS (Continued).

Subject matter: Space coordinate geometry, calculus of three variables, infinite series, introduction to differential equations and applications of integral calculus to problems in geometry, physics, and engineering. Prerequisite: Mathematics 4A.

Three units, three one-hour periods per week.

MODERN LANGUAGES.**French.****FRENCH A.**

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods. The textbook used is *De Sauze's Cours Pratique de Francais*.

Five units, five one-hour periods per week. (1928 summer session, four units.)

FRENCH B.

Elementary French. This is a continuation of French A, but more amplified. English is practically eliminated beginning with this course. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the students to think in French. Texts used, *Short French Plays*, *Carnahan's Short Review of French Grammar*. Prerequisite: Course A, or two years of high school French.

Five units, five one-hour periods per week.

FRENCH C.

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. The work is based upon *Briscoe and Dickman, Francaise Pratique, Anatole France, Le Livre de Mon Ami*. Prerequisite: Course B, or three years of high school French.

Three units, three one-hour periods per week.

FRENCH D.

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Texts used: *Pierre Loti, Pêcheur d'Islande; Labiche, La Poudre aux Yeux*. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three units, three one-hour periods per week.

101. SURVEY OF FRENCH LITERATURE.

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as *Corneille, Racine and Moliere*, of the 17th century period; to *Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset*, of the Romantic period, and to modern writers as *Daudet, Brieux, Pierre Loti* and others.

Three units, three one-hour periods per week.

102. SURVEY OF FRENCH LITERATURE.

A continuation of the study of French literature, giving particular attention to drama.

Three units, three one-hour periods per week.

German.**GERMAN A.**

Elementary German. This is a course for beginners. It is offered to meet the renewed interest in German and also for students who wish to pursue graduate or university studies. The direct method will be used throughout the course, combined with easy, interesting "Lesestücke."

Five units, five one-hour periods per week. (1928 summer session, four units.)

GERMAN B.

Elementary German. This is a continuation of German A. It is intended to give the student ability to speak, read and write easy German, especially scientific German. Prerequisite: Course A or two years of high school German.

Five units, five one-hour periods per week.

Spanish.**SPANISH A.**

Elementary Spanish. This is a beginner's course. The same methods are followed in the teaching of Spanish as are practiced in the teaching of French. A scientific demonstration of Spanish vocal sounds is made. The Castilian pronunciation is taught. Elements of grammar and easy composition, together with gradual conversation. Text used: Hill and Ford's Spanish Grammar.

Five units, five one-hour periods per week.

SPANISH B.

Elementary Spanish. This course is a continuation of Spanish A, and is made conversational as much as possible. Texts used: Hill and Ford, Spanish Grammar, and Spanish Grammar by Espinosa. Prerequisite: Course A, or two years of high school Spanish.

Five units, five one-hour periods per week.

SPANISH C.

Intermediate course. This is a combination of composition and conversation aiming at acquiring idiomatic Spanish. Texts used: Umphrey's Spanish Prose and Composition; Selection from Gil Blas. Sight reading without translation. Prerequisite: Courses A and B, or three years of high school Spanish.

Three units, three one-hour periods per week.

SPANISH D.

Intermediate course. This is an entirely conversational course. Texts from modern writers are used, and the student is taught to put the contents of paragraphs into his own Spanish. Texts are selected accord-

ing to the desire of the class. Prerequisite: Spanish A, B, and C, or their equivalent of high school Spanish.

Three units, three one-hour periods per week.

101. A GENERAL SURVEY OF SPANISH LITERATURE.

Reading from writers of El Siglo de Oro, such as Lope de Vega, Tirso de Milino, Calderon de la Barca, and Cervantes. It will be followed by a study of writers of the Romantic and Modern periods such as Fernan Caballero, Perez Galdos, Espronceda, Juan Valera and others. Spanish D a prerequisite.

Three units, three one-hour periods per week.

102. A GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE.

This course will introduce a large number of modern writers of the American continent, such as Ruben Dario, Sor Juana de la Cruz, Amado Nervo, Juana de Ibarbourou, Diaz Miron and others.

Three units, three one-hour periods per week.

MUSIC.

EAR TRAINING. (Correction of Tone Deficiency.)

A course designed for those who wish to learn how to handle the problem of tone deficiency in music teaching as well as for those who are themselves tone deficient and wish to learn how to "carry a tune." This course is a prerequisite to "Public School Music" if the student is "tone deficient." No college credit.

1. *SIGHT SINGING 1A.

The purpose of this course is to give the student an ability to interpret the symbols of music by the most direct methods and in the shortest amount of time and at the same time to give him a foundational knowledge of the elements of music, rhythm, melody and harmony, that will enrich his understanding of the whole field of music. The rhythmic and tonal problems that are encountered in music have therefore been analyzed and music embodying them is presented in simple sequence. The text for this course is Progressive Series, Book I. Tonal problems studied are the intervals of the tonic dominant and sub-dominant chords. Rhythm problems consist of whole beat notes in 2/4, 3/4, 4/4, and 6/4 meters. This course is a prerequisite to "Public School Music" if the student enters the college without average ability in music reading.

One unit, two one-hour periods per week. (1928 summer session, one unit.)

2. SIGHT SINGING 1B.

A continuation of Sight Singing 1A. Texts used are Progressive Series II and III. Tonal problems studied are intervals of the remaining chord of the major scale—supertonic, submediant and mediant; the minor scales and their chords; chromatic alterations; and modulations.

One unit, two one-hour periods per week.

3. *PUBLIC SCHOOL MUSIC.

In this course we first endeavor to survey the field to find out the relative place and importance of each of the following phases, usually arranging them somewhat as follows: rhythmic expression, music appreciation, elimination of tone deficiency and care and use of the child voice, rote singing and introduction of part singing, music reading and writing, creative expression, finally instrumental training; and then we devote the remainder of the time to exposition in class and demonstration with children of successful methods of teaching each of these phases of music in the class room. The text book for the course is "Creative Music for Children" by Satis N. Coleman and the state series "The Progressive Music Series."

Two units, three one-hour periods per week. (1928 summer session, two units.)

5A. CHORAL ENSEMBLE.

A four-year course in choral work for men and women is planned with definite progress to be made during each semester. A very careful test as to rhythmic development, accuracy of ear, voice range and quality, music reading ability, skill in phrasing, pronunciation and enunciation and power of interpretation is made of each entering student and again at the end of each semester of choral work. Whether or not the student can progress to the next division depends upon the growth he has made and the height to which he can attain. Advanced students entering the college will be placed in the section where their abilities entitle them.

One unit, three one-hour periods per week.

10A. ORCHESTRA.

Furnishes a specially designed course in all orchestral instruments—brass, reed, wood, wind, percussion—and is open to any student. Students for orchestral work must furnish instruments. Daily outside practice necessary.

One unit, three one-hour periods per week.

20. HARMONY.

This introductory course in harmony is based upon the principle that "Music should be heard and felt, not seen." Most musicians see the music they play, but never really hear it. Especially do they fail to hear harmonies. Believing that one must hear and feel, in short, experience chord progressions before he is ready to study the "rules" of harmony (the grammar of music) just as surely as he must hear and use good English before the rules of grammar mean anything to him, this course has been planned to meet such a need. Each of the common chords of the major and the minor scales is presented successively.

While this chord experience is going on, much practice is also given in melody writing: (1) From given words, using the rhythm and inflection of the spoken words as a basis for the melody, (2) building melodies from a given harmonic foundation, and (3) free melodic improvisation. After the melodies are written they are analyzed and harmonized, at first with chords in close position and later in strict four-part harmony.

Students should be able to sing, play the piano or some orchestral instrument in order to get the most from this course.

Three units, three one-hour periods per week.

110. ORGANIZATION AND DEVELOPMENT OF SCHOOL ORCHESTRAS AND BANDS.

Course includes: Studies of the tuning and range of stringed, brass, and reed instruments; methods and materials to be used; care of instruments, minor repairs, etc.; elementary technics of the baton. Problems which usually confront the teacher of limited experience will be explained and remedies suggested. Prerequisite: Ability to play piano or some band or orchestral instrument.

Two units, two one-hour periods per week.

25. MUSIC APPRECIATION.

"Music is a science, an art, and a language." In this course we shall deal particularly with the "language" phase. It has been said that "Music begins where words leave off." Composers use music as a means of conveying their thoughts and emotions to their hearers, but only those can understand who are sensitive to the idiom in which the musical ideas are expressed. Most of us have to learn to understand this new "language" a word at a time just as the little child does. Pieces that are obviously descriptive will be studied at first, and as the ability to perceive finer shades of meaning grows in the student, music will be introduced which more nearly approaches the realm of "absolute music" where the meaning is too subtle to be put into words and must be understood only as music—a language in itself. Before each piece is heard the students will be called upon to search their past experiences, to marshal their reasoning and imaginative powers and creative ability in order to form a concept of what the music they are about to hear may be—and then when they hear it they will compare their concept with that of the great composer who wrote the music.

(1928 summer session, one or two units.)

101. CREATIVE MUSIC EDUCATION.

A course for advanced students (experienced teachers and musicians) in elementary music education. As outlined under "Public School Music" each of the following phases will be treated successively: Rhythmic expression, music appreciation, elimination of tone deficiency and right use of the child voice, rote singing and introduction of part-singing, music reading and writing, creative expression (making melodies and harmonizing them) and finally instrumental training. The difference in the two courses will consist in the approach to the subject matter and material. Emphasis will be laid upon the utilization and development of the child's latent creative urges and instincts as the motivating force in his approach to music. To teach him to listen creatively, to sing creatively and to play creatively is as important as to teach him to write and harmonize the melodies that will come welling up from within when his natural powers have been released through such a plan of education. Prospective students should secure and read, if possible, before taking the course, Mrs. Coleman's "Creative Music for Children," published by Putnam Sons (\$3.50).

Three units, three one-hour periods per week.

NATURAL SCIENCE.**Agriculture.****1. ELEMENTARY AGRICULTURE.**

A study of general agricultural problems which students will meet in teaching in rural communities.

Three units, three one-hour periods per week.

Biology.**BIOLOGY 1A.**

This course deals with the fundamental principals of biology. The first part of the course treats of the larger forms of animal life with which the student is familiar, study being made of fishes, amphibians, reptiles, birds and mammals. The second part of the course deals with the cell, and a general survey of the invertebrates. The principles of life as illustrated by the animals studied are emphasized.

Three units, two one-hour periods and one three-hour period per week.

(1928 summer session, three units.)

BIOLOGY 1B.

Each of the four main plant groups are studied in the laboratory and their relationship discussed in the lecture periods. This is followed by a somewhat detailed study of heredity and a discussion of the evolution and possible origin of man.

Three units, two one-hour periods and one three-hour period per week.

101. HEREDITY AND EVOLUTION.

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution.

Three units, three one-hour periods per week.

102. EUGENICS.

A study through discussion and assigned reading of race problems, immigration, growth of population and the eugenic movement.

Three units, three one-hour periods per week.

Botany.**BOTANY 1A.**

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Three units, two one-hour periods and one three-hour period per week.

BOTANY 1B

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Three units, two one-hour periods and one three-hour period per week.

3. LOCAL FLORA.

This course includes a review of the fundamentals of plant life, elementary principles of plant classification and practice in determining classification by means of a manual.

Two units, one three-hour laboratory period and one field trip per week. (1928 summer session, two units.)

Chemistry.

1A. GENERAL INORGANIC CHEMISTRY.

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued).

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

Geography.

1. *ELEMENTS OF GEOGRAPHY.

This is a general course which approaches the subject of geography from the standpoint of the earth as the home of man. Human relationship as the outcome of the development of society, as the direct product of geographical conditions and limitations are studied in the light of the environmental forces which are fundamental in the direction of social forces. The basic elements of physical, political and industrial geography are emphasized in their relationship to each other and interpreted in terms of child development. It is a course designed especially to introduce the prospective teacher to the methods and procedures necessary to put the human touch to the teaching of geography to children.

Three units, three one-hour periods per week.

3. ELEMENTS OF METEOROLOGY.

This course is a review of elementary principles of atmospheric physics; a study of climatic changes as affected by latitude, topography, oceanic circulation, solar variation, etc. Special emphasis will be given to the weather and climates of California.

(1928 summer session, two units.)

Geology.

1A. GENERAL GEOLOGY.

This course is a study of the structure and materials of the earth, and of geologic processes which have produced changes in the earth's surface. Special emphasis on the geology of California.

(1928 summer session, two units.)

Nature Study.

10. *NATURE STUDY.

The primary objective of this course is to develop teachers of nature study. As one of the first steps is appreciation of nature and to know something of the various aspects of nature, a part of this course is given to making a first hand acquaintance with the stars, the flowers, the birds, the trees, and the sea. The animals found in the diverse habitat near the college will be studied. The practical, successful methods of teaching nature study to children in the grades will be taken up. Correlation with other subjects will be emphasized. An opportunity will be given to develop individual initiative in the methods of teaching nature study and in testing these methods in actual practice.

Three units, two one-hour periods and one three-hour laboratory per week. (1928 summer session, three units.)

101. APPRECIATION OF NATURE.

Objects: (1) To inspire students to practice the art of observing natural beauty and of recording impressions of those observations; (2) To acquaint students with the great nature writers of the past and present; (3) To study the various types of natural scenery and their influence on human nature.

Methods: Class meetings out-of-doors, weather permitting. A study of the literature of nature appreciation. Observation trips, to be written up in essay form. A study of photographs of various types of natural scenery, with lantern slides if possible. Correlation with art and music. Prerequisite: Nature Study, or an equivalent.

One unit, d.h.r.

Physics.

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS.

Prerequisite: High school trigonometry; high school chemistry or physics recommended.

Three units, two one-hour lectures and one three-hour laboratory (or office) period per week.

1B. HEAT AND THE PROPERTIES OF MATTER.

Prerequisite: High school chemistry, high school physics, or physics 1A.

Three units, two one-hour lecture periods, and one three-hour laboratory (or office) period per week.

PHILOSOPHY.

LOGIC 1A.

This course is confined to deductive logic with special attention to the tradition syllogism and the formal fallacies. It appeals to those who appreciate logical proof in argument, having the same relation to logical proof that grammar has to rhetoric.

Three units, three one-hour periods per week.

LOGIC 1B.

Inductive logic with special reference to scientific methods, material fallacies, statistics and the nature of causality forms the basis for this course. It includes an analysis of the scientific methods employed by those who are struggling on the frontiers of human knowledge. It is a logic of discovery and appeals to those who are scientific in aptitude.

Three units, three one-hour periods per week.

PHYSICAL EDUCATION.**3. *HYGIENE.**

This course deals with physical and mental well being and includes the hygiene of nutrition, action and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading and recitation. Community health is also emphasized in the effort to develop the proper attitude toward public health problems.

Two units, two one-hour periods per week.

1A. *PHYSICAL ACTIVITIES. (Activities for Adults.)

Two hours of participation in physical activities is required of all students each semester. A wide range of activities, including individual and team games, those of a rhythmic nature, is offered in the hope of meeting the needs and appealing to the interests of individual students. Students who so desire may take part in regularly organized intramural competition in volley ball, basketball, and baseball conducted as an integral part of the activity courses. Only a minimum of formal or calisthenic work is offered.

One-half unit, two one-hour periods per week.

2A. *METHODS IN PLAYS AND GAMES. (Activities for Children.)

This is a practical course involving participation in, and conduct of, games, dances, stunts and sports suitable for children in the elementary school. Special emphasis is placed upon games adapted for rural school use and activities that require no equipment.

One-half unit, two one-hour periods per week. (1928 summer session, two units.)

10. *THE ORGANIZATION OF PHYSICAL EDUCATION.

The aim of this course is the planning of a physical education program in accordance with the aims of modern education. The leadership of children in play activities, their classification for play purposes, and the planning of play space and equipment is demonstrated and discussed. Practical work in the organization of physical activities in the Training School is required in addition to lectures, reading and recitation.

Two units, two one-hour periods per week. (1928 summer session, two units.)

5A. ATHLETICS. (For Women.)

This course provides opportunity for participation in seasonal sports for women. It includes volley ball, basketball, hockey, baseball and track. College and inter-class competition is open to students of this course.

One-half unit, three one-hour periods per week.

6A. ATHLETICS. (For Men.)

Participation in seasonal sports is open to men. This includes football, basketball, baseball and track.

One-half unit, three one-hour periods per week.

7A. TENNIS.

Practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles. Tournaments are held at regular intervals as a part of the class work.

One-half unit, two one-hour periods per week.

21. COACHING.

The theory of coaching football and basketball, two days a week and actual practice one day. The various systems of offensive and defensive team work, individual offense and defense, conditioning of teams and the treatment of minor injuries are explained.

One unit, three one-hour periods per week.

22. COACHING.

The aim of this course is to teach students the science and coaching of baseball and track. The course covers both theory and practice. Batting, bunting, the play of the outfielders and infielders are all taken up under baseball, while the sprints, distance running and all field events are taken up under track. Part of the time is devoted to the fundamentals and coaching of other popular outdoor games.

One unit, three one-hour periods per week.

23. RESTRICTED ACTIVITIES.

Limited individual exercises for students who are excused from the regular physical activity course. The nature of the individual work offered is governed in each case by the recommendations of the examining physician.

One-half unit, two one-hour periods per week.

25. NATURAL DANCING.

This course is called natural dancing in distinction from æsthetic dancing because the response to music is an expression of the individual's own thought prompted more by the need for self-expression than outward direction. It is based upon the fundamental movements of locomotion, as skipping, running, hopping, sliding, leaping. A previous knowledge of dancing is not a prerequisite for this course, since the course itself is founded upon the development of normal every-day posture and natural movements of the body. It is distinctly recreational, but should also provide material and stimulus for presentation of simple dance steps in school programs and festival activities.

One unit, two one-hour periods per week.

30. MAJOR SPORTS IN THE ELEMENTARY GRADES.

This course is designed to meet the needs of those persons who are called upon to organize and direct such sports as touch football, speed ball, basketball, baseball and track events in the elementary school.

Explanation of the rules, coaching methods and demonstrations will be given for each sport.

(1928 summer session, two units.)

SOCIAL SCIENCE.

Economics.

1A. PRINCIPLES OF ECONOMICS.

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. I, with supplementary readings from other authors.

Three units, three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS.

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. II, with supplementary readings from other authors. Prerequisite: Economics 1A. Note: Economics 1A, 1B, are prerequisites to all advanced work in Economics.

Three units, three one-hour periods per week.

11. *ECONOMIC HISTORY OF THE UNITED STATES.

The evolution of industrial society in the United States from the period of colonization to the present day together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors. (Economics 1A is recommended as a preliminary background for this course.)

Three units, three one-hour periods per week.

130. FINANCIAL ORGANIZATION OF SOCIETY. (Money and Banking.)

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i. e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more extensive examination of the problems of business cycles, government regulation and foreign trade financing.

Textbook used: Moun-ton, H. G., Financial Organization, with supplementary readings from other authors.

Three units, three one-hour periods per week.

135. THE INVESTMENT FIELD AND CRITERIA OF INVESTMENT.

This course is designed to examine the various opportunities offered for investment, such as industrial stock and bonds, building and loan securities, public utility securities, insurance, etc., and also to attempt an analysis of financial statements and other data for the purpose of arriving at intelligent conclusions regarding sound financing and sound investment. Especial emphasis will be given to problems of the small investor.

Three units, three one-hour periods per week.

136. GOVERNMENT FINANCE.

A survey course dealing with the financial principles and practices of modern governments. It includes problems of: The increase in government expenditures, the classification of expenditures, their economic effects, and methods used to control them; the fundamental principles of taxation, theories of justice in taxation, the economic effects of taxation, and the methods and problems of income, property, inheritance, and commodity taxation; the flotation, management, conversion, and redemption of government debt; budget-making principles and practices.

Three units, three one-hour periods per week.

150. LABOR CONDITIONS AND PROBLEMS.

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three units, three one-hour periods per week. (1928 summer session, three units.)

160. AGRICULTURAL ECONOMICS.

This course offers a study of the main problems involved in the production and distribution of agricultural products, i. e., the relation of agriculture to other industries, land tenure and land utilization, agricultural credit, the marketing of farm products, the problems of risk, the nature and demand for farm products, price movements and the social organization and control of agriculture.

Three units, three one-hour periods per week.

180. SOCIAL AND ECONOMIC STANDARDS OF LIVING.

An analysis of the way people actually live and of the way they want to live, of the origin and effects of their desires and the possible modifications of their standards of living in behalf of more satisfying consumption and social progress. Especial attention given to the emulative and conventional character of human wants, to the progressive elaboration of the customary forms of consumption, to the relation between the standard

of living and the rate of increase of population and the determination of a form of economic reform and protective legislation.

Three units, three one-hour periods per week.

185. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three units, three one-hour periods per week.

History.

1. HISTORY OF CIVILIZATION 1A.

A course designed to bring the student in touch with the fundamental bases and historical backgrounds of contemporary life. It traces the origins of civilization in the life of the Egyptians and other Oriental peoples and their development among the Greeks and Romans.

Three units, three one-hour periods per week. (1928 summer session, three units.)

2. HISTORY OF CIVILIZATION 1B.

A continuation of course 1A dealing with a study of the life and institutions of the Middle Ages and the social and economic movements and forces in modern Europe and America, with special emphasis upon the problems of present day civilization.

Three units, three one-hour periods per week.

4A. EUROPEAN HISTORY.

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the industrial revolution, and the French Revolution.

Three units, three one-hour periods per week.

4B. EUROPEAN HISTORY.

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three units, three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth

of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three units, three one-hour periods per week.

SB. HISTORY OF THE AMERICAS.

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three units, three one-hour periods per week.

116. PACIFIC SLOPE HISTORY.

This course begins with the development of the Spanish colonial system, and includes a survey of Spanish Control of New Spain, and up the Pacific Slope of North America, the occupation and development of Alta California and the Oregon territory, the international struggle for the control of the Pacific, California under Mexico, the beginnings of the Commonwealth of California and its development as a state of the Union up to the present time.

Three units, three one-hour periods per week.

140. IMPERIALISM AND NATIONALISM.

A survey of the characteristics and effects of imperialism and nationalism in relation to world politics in the period from 1815 to 1920.

Three units, three one-hour periods per week.

Political Science.

1A. COMPARATIVE GOVERNMENT.

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three units, three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three units, three one-hour periods per week.

151. *AMERICAN NATIONAL GOVERNMENT.

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of

the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States constitution established by the legislature of California.

Upper division course, three units, three one-hour periods per week.
(1928 summer session, two units.)

111. THE THEORY OF THE STATE.

A study of the evolution of the modern state, of its powers, functions and duties and of the reasons for its increasing influence in human affairs by direct participation, prohibition, promotion, or regulation of private life and private enterprise. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

152. POLITICAL PARTIES IN THE UNITED STATES.

A study of the organization and methods of action of political parties in the United States with some attention to the systems of other countries. Analysis of forces constituting parties; primary and convention systems; permanent party organization and its workings; function of the party system in democracy; and the formation of intelligent public opinion upon present day controversial issues. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

170. STATE GOVERNMENT.

A course including an intensive study of the constitutional development and existing political institutions of the American states with especial attention to the government of the State of California. Also an analysis of the relationship between the state governments and the federal government and of the field of action which is proper to each. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

180. INTERNATIONAL RELATIONS OF THE UNITED STATES.

A study of American diplomacy including the Monroe Doctrine, freedom of the seas, the "open door," and of the recent policy of the United States, as a world power, toward international arbitration and disarmament, imperialism, and international organization as represented by the League of Nations and the Permanent Court of International Justice. Especial attention will be given to study of the relations of the United States with the Far East, and to the means for promoting international friendship. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

Sociology.

2A. GENERAL SOCIOLOGY.

An introductory course designed to give the student orientation in the social sciences and a working system of thought about society. Classification of social phenomena and analysis of the fundamental factors

at work in a social situation; evolution, structure, functions and problems of social institutions; application of sociological concepts to problems such as population, immigration, race, the city problem, etc.; social ideas and social control.

Three units, three one-hour periods per week.

2B. RURAL SOCIOLOGY.

A study of conditions of rural life and constructive organization for improvement; application of sociological concepts to problems of rural education; organization of county communities, economic interests, rural leadership; the value and method of social surveys.

Three units, three one-hour periods per week.

SPEECH AND DRAMA.

1. *PUBLIC SPEAKING. 1A.

This is an introductory study of the fundamentals of speech. It is essentially a practice course for the purpose of developing in the student the ability to appear before an audience and express himself in a pleasing and convincing manner. There is a minimum of theory and a maximum of actual practice in speech making. Many brief, original talks are made on topics of the day. Public Speaking 1A is a prerequisite for all other speech courses. The class is open to all students who have completed English 1A.

Three units, three one-hour periods per week. (1928 summer session, two units.)

20. PUBLIC SPEAKING. 1B.

This course is a continuation of 1A, and is also a practice course where "we learn to do by doing." A more thorough study is made of the purposes of speeches and of the specific demands of an audience upon the speaker. Our aim is to develop both skill in organizing ideas, and skill in the technique of delivery. The class is open to students who have completed 1A.

Three units, three one-hour periods per week.

30. *CHILDREN'S LITERATURE AND STORY TELLING.

The basic consideration in this course is in terms of the needs and the interests of the child. We read widely from Children's Literature and endeavor to develop some standards of judgment in the selection of stories for children of various ages. The technique of story telling and of dramatization is studied and actual practice is gained through telling stories and dramatizing them with the children in the training school and grammar school. The course is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week. (1928 summer session, two units.)

50. LITERARY INTERPRETATION.

The purpose of this course is three-fold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward

the audience, projection of voice and personality, and use of action and business, general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature. Open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

25A. DRAMATIC ACTIVITIES.

Students may obtain special training and practice in dramatics by taking part in plays. Frequently, play casts are chosen from the college student body to prepare and present plays for assembly and public presentation. On statement of the instructor that fifty-four hours of satisfactory work have been completed, one unit of credit will be granted.

25B. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in a different phase of play production, a second unit of credit will be granted.

25C. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in still a different phase of play production, a third unit of credit will be granted.

101. PLAY PRODUCTION AND ACTING.

Here we have a practical laboratory course calculated to prepare students to direct dramatic activities in schools and communities. By the use of mimeographed copies of a number of selected plays, much actual work is done in blocking out and directing plays for presentation. Each student also takes part in one or more plays. Scenery, lighting, costuming and make-up are studied as they are needed in producing the plays. The organization and duties of the producing staff are learned. The class is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

102. CHILDREN'S DRAMATICS.

The first aim in giving a children's program should be the greatest possible development of the children participating, both in preparation and presentation. Entertainment for an audience is a secondary aim or one that can best be accomplished by putting the emphasis upon the growth of the child. In this course we should establish a point of view, learn to select and prepare suitable material, and gain some experience in presenting the material to children. The work will include the dramatization of stories and directing children's plays.

Three units, three one-hour periods per week.

110. PLATFORM READING.

A study of short stories, plays and novels suitable for oral reading purposes. Analysis, cutting and arrangement of scenes for platform reading, study of characters, and preparation for public presentation will be included. Prerequisite: Literary interpretation.

Three units, three one-hour periods per week.

120. THE TEACHING OF SPEECH.

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: a comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature, Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one or more advanced speech courses.

Two units, two one-hour periods per week.



The Tower, from the Inner Court.

GENERAL INDEX.

THE LIBRARY OF THE
UNIVERSITY OF THE
APR 17 1931

	Page		Page
Administration	36	Humboldt Collegians.....	42
Administration credential.....	14	Industrial Arts.....	70
Admission	47	Junior Certificate.....	56
Advanced standing.....	49	Junior College Course.....	56
Alumni Association.....	20	Language and Literature.....	67
American Government.....	87	Lectures and entertainments.....	20
Amount of work.....	37	Library	19
Appointment service.....	20	Literati	43
Aptitude test.....	48	Living arrangements.....	35
Arcata	16	Loan fund.....	35
Arithmetic	63	Location	16
Art	60	Marking system.....	36
Associated Women Students.....	42	Mathematics	73
Athletics	40	Measurements	64
Attendance	38	Meteorology	80
Biology	79	Music	76
Bookstore	35	Nature Study.....	81
Botany	79	Official directory.....	5
Calendar	4	Orchestra	77
Campus	18	Philosophy	81
Chemistry	80	Physical Education.....	82
Civic Education.....	64	Physical examination.....	48
Climate	17	Physics	81
Coaching	83	Political Science.....	87
College Elementary School.....	19	Practice Teaching.....	63
Constitution, U. S.....	87	Probation	37
Cosmopolitan Club.....	43	Programs	37
Counts	36	Psychology	62
Courses of Instruction.....	60	Public Speaking.....	89
Degree Course.....	52	Recreation	23
Diploma	50	Redwoods	29
Dormitories	35	Reports	38
Dramatics	89	School Law	64
Economics	84	Science	79
Education	62	Self-government	40
Employment	35	Self-help	35
English	67	Semester unit.....	36
English A examination.....	48	Sequence	54
Expenses	35	Social life.....	44
Extension service.....	21	Social Science.....	84
Extra-curricular activities.....	40	Sociology	88
Faculty	6	Spanish	75
Fees	35	Speakers' Bureau.....	21
French	74	Speech	89
Fundamentals	49	Student Body.....	40
General Information.....	12	Summer Session.....	58
Geography	80	Supervision credential.....	15
Geology	80	Teachers College.....	12
German	75	Teachers from other states.....	13
Graduation	50	Unit defined.....	36
Historical	18	Young Men's Christian Associa- tion	44
History	86	Young Women's Christian As- sociation	42
Home Economics.....	69		
Honor Points.....	36		

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1929/30

HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1929

COLLEGE YEAR 1929-1930

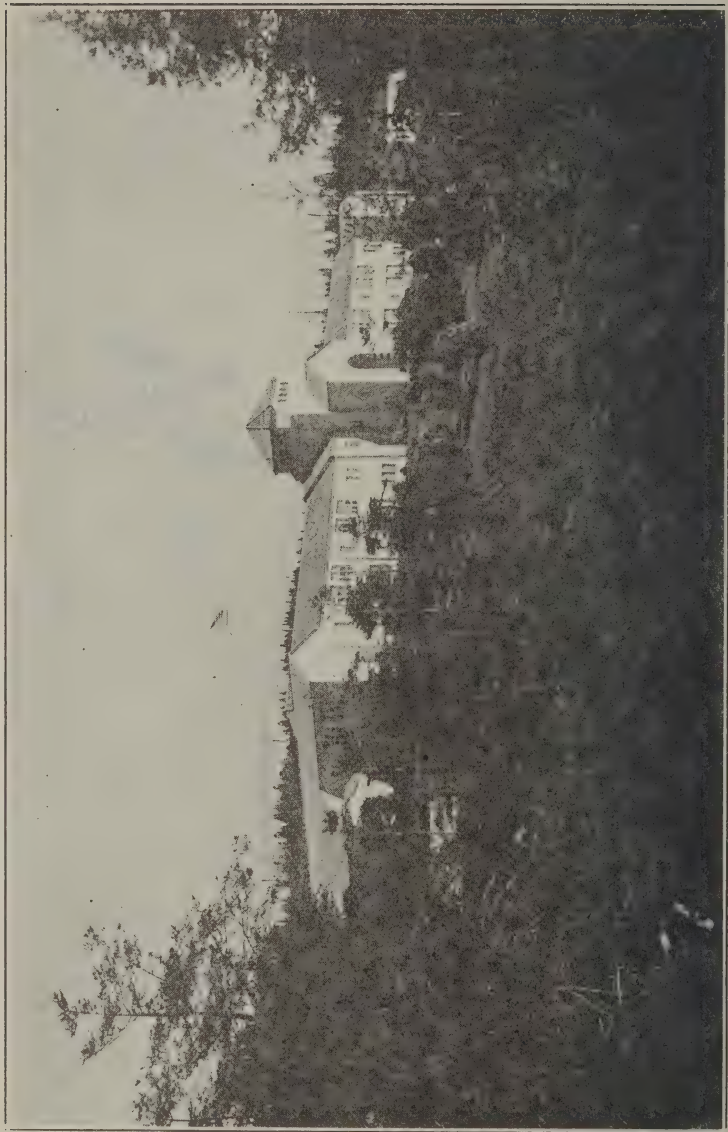


ARCATA, CALIFORNIA

APRIL, 1929

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1929

THE LIBRARY
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UNIVERSITY OF ILLINOIS



West Facade of College.

HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

SUMMER SESSION 1929

COLLEGE YEAR 1929-1930

A State College for the Training of Teachers for the
Public Schools and for Two Years of
General College Work

Entered as second-class matter, April 4, 1916, at the post office at Arcata,
California, under the act of August 24, 1912.



THE LIBRARY OF THE

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UNIVERSITY OF ILLINOIS

INTRODUCTORY

CALENDAR, 1929-1930

Summer Session 1929

Monday, June 24-----Registration

Friday, August 2-----Summer Session Closes

Fall Semester 1929

Saturday, September 7-----Examination in English A, 9 a.m., to 12 m.

Saturday, September 7-----Fundamentals Examination, 1 p.m. to 4 p.m.

Monday, September 9-----Registration

Tuesday, September 10-----Instruction begins

Friday, November 8-----Mid-semester reports

Monday, November 11-----Armistice Day

Thursday, November 28, to Sunday, December 1-----Thanksgiving recess

Saturday, December 21, to Sunday, January 5-----Christmas holidays

Tuesday, Wednesday, Thursday, January 21, 22, 23, Semester examinations

Spring Semester 1930

Saturday, January 25-----Examination in English A, 9 a.m. to 12 m.

Saturday, January 25-----Fundamentals Examination, 1 p.m. to 4 p.m.

Monday, January 27-----Registration

Tuesday, January 28-----Instruction begins

Friday, April 4-----Mid-semester reports

Saturday, April 5, to Sunday, April 13-----Spring vacation

Friday, May 30-----Memorial Day

Wednesday to Friday, June 4, 5, 6-----Semester examinations

Friday, June 6-----Commencement

Summer Session 1930

Probable dates, June 23 to August 1.

OFFICIAL DIRECTORY
HUMBOLDT STATE TEACHERS COLLEGE
Administered Through
the
STATE DEPARTMENT OF EDUCATION
State Board of Education
C. L. McLANE, President.

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ANDREW B. HILL, JR.....Chief, Division of Schoolhouse Planning

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LEO G. SCHUSSMAN.....Head of Department of Education

IMOGENE B. PLATT.....Registrar

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C. E. GRAVES.....Librarian

GRACE M. BURTON.....Assistant Librarian

CLARE OSTRANDER.....Superintendent of Buildings and Grounds

FACULTY

SWETMAN, RALPH W.

PRESIDENT.

Ph.B., Hamilton College, 1907; A.M., Columbia University, 1917; Ph.D., Stanford University, 1928. Supervising principal of elementary and high schools in New York state, 1907-1916; director of training and extension service State Normal School, Ellensburg, Washington, 1917-22; Cubberley teaching fellow in Stanford University, 1922-24; summer session instructor, Stanford University, 1923-25, University of California in Los Angeles, 1924, 1928. Member Phi Beta Kappa, Phi Delta Kappa; president Washington Education Association, 1921. Author, Outline and Digest California School Law. At Humboldt since 1924.

ARNOLD, HOMER L.

EDUCATION.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B.S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana; 1915; A.M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917; Stanford University, 1924. Six years experience as elementary and high school teacher; four years experience as high school principal; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. Member Phi Delta Kappa. At Humboldt since 1921.

BALABANIS, HOMER P.

SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; A.M., University of Chicago, 1923; additional graduate work, University of Chicago and University of California. Assistant, School of Commerce and Administration, University of Chicago, 1922-23. At Humboldt since 1923. (On leave of absence, 1928-29.)

BOWMAN, CARL

DRAMATICS, SPEECH.

B.S., Kansas State Teachers College, Emporia, 1921; A.M., Northwestern University, 1925. Eleven years of experience in teaching in rural school, junior high school, senior high school; Instructor Kansas State Teachers College, Summer Sessions 1921-22; Instructor on a teaching fellowship in Northwestern University, 1923-25. Member of Pi Kappa Delta, and Kappa Delta Pi. Two seasons in Chautauqua dramatics. At Humboldt since 1925.

BURTON, GRACE M.

ASSISTANT LIBRARIAN.

A.B., Grinnell College, 1903; Library School, University of Iowa, Summer Session 1924. Instructor in Latin and German, Knoxville High School, Knoxville, Iowa, 1903-5; Principal and Instructor in Latin and German, Pipestone High School, Pipestone, Minnesota, 1905-8; Instructor in English and History, Oberlin High School, Oberlin, Ohio, 1910-11; Tutor in Latin and German at Oberlin College, 1911-13; Assistant Librarian at Grinnell College, 1920-26. At Humboldt since 1926.

CATTELAIN, FERNAND

ROMANIC LANGUAGES.

Elementary education acquired in France; B.A., 1906, American International College, Springfield, Massachusetts; Escuela Normal and National University of Mexico, 1915-16; M.A., 1922, Baylor University; Diplôme d'Université, University of Bescancon, France, 1923; Doctor de l'université, University of Bescancon, France, 1926; graduate work University of Chicago, 1924. Secretary Y. M. C. A., New York City; Officer General Staff, A. E. F., 1917-19; Spanish Instructor, U. S. A. Post, Tucson, Arizona, 1919-20; French Instructor, Baylor University, 1920-22; French Instructor, University of Texas, 1922-23; French and Spanish Instructor, University of Washington, 1924-25. French and Spanish department at Humboldt since 1925.

CLUXTON, HENRY T.

SUPERVISOR OF GRAMMAR GRADES.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; A.M., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools,

Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions, 1917-24; Instructor, Chico State Teachers College, Summer Session 1927; President Denver Principals' and Directors' Association, 1920-21; Secretary Colorado Schoolmasters' Club, 1920-21; member Colorado Historical Society, 1923-26. Member Phi Delta Omega, Phi Delta Kappa. At Humboldt since 1927.

DICKSON, BELLE L.**SUPERVISOR OF PRIMARY GRADES.**

Graduate Cheney Normal School, Cheney, Washington, 1911; student University of California, Summer Session 1921; student University of Chicago, Summer Sessions 1922, 1923, 1924, 1925; A.B., University of Washington, 1927. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

GRAVES, C. EDWARD**LIBRARIAN, RECREATIONAL READING.**

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor, Wesleyan University, 1909-11; with University of Illinois library, 1914-17; Librarian, Minnesota Historical Society, 1917-20. Member Phi Beta Kappa. At Humboldt since 1924.

HERRON, LAURA E.**PHYSICAL EDUCATION, HEALTH COUNSELOR.**

A.B., Stanford University, 1914; A.M., University of California, 1916; graduate work at Stanford and University of California. Instructor, Oakland Playground and Recreational Department, 1914-15; Assistant, Women's Department of Physical Education, Stanford University, 1916; eight years experience as teacher of Physical Education and Science in California high schools, 1916-24; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-25. At Humboldt since 1925.

HICKLIN, MAURICE**ENGLISH, JOURNALISM.**

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; A.M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925; Instructor in 1927 and 1928 Summer Sessions, University of California at Los Angeles. Six years practical journalistic experience. Member Sigma Delta Chi. At Humboldt since 1923.

HOLLISTER, FREDERIC M.**SOCIAL SCIENCE.**

A.B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A.M., Columbia University, New York, 1926; graduate student, Stanford University, Summer Session, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

JENKINS, HARRY L.**COLLEGE PHYSICIAN.**

A.B., University of California, 1920; M.D., University of California, 1925. Practicing physician in Humboldt County since August, 1925. At Humboldt since 1928.

JENKINS, HORACE R.**INDUSTRIAL ARTS.**

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S., Oregon Agricultural College, 1927; M.S., Oregon Agricultural College, 1928. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

JENSEN, BERNHARDT

SOCIAL SCIENCE.

San Jose State Teachers College, 1923-25; University of California, 1925-26; A.B., Stanford University, 1927; A.M., Stanford University, 1928. At Humboldt since 1928.

KILDALE, DORIS K.

BIOLOGICAL AND PHYSICAL SCIENCE.

A.B., Stanford University, 1926; A.M., Stanford University, 1927; graduate work on Ph.D., Stanford University, 1927-28. Teacher in rural school, Humboldt County, 1922-24. Teaching Assistant, Botany and Biology, Stanford University, 1927-28; Herbarium staff, Stanford University, 1926-28; Research Fellow, Stanford University, 1928; Research Assistant, Field Research Botany, Stanford, Summer 1928; member collecting staff, United States Bureau Plant Industry, 1927-28. Member of Sigma Xi, Phi Beta Kappa, Pi Lambda Theta, and Sigma Delta Pi. At Humboldt since 1928.

LATHERS, GLADYS

HOME ECONOMICS AND PHYSICAL EDUCATION.

A.B., Reed College, 1918; M.S., University of Washington, 1927. Instructor in Pageantry and Festivals, University of Colorado, Summer Session 1922; Instructor in Physical Education and Hygiene, Seattle High Schools, 1918-25; Instructor in Nutrition, Humboldt County (Red Cross Service), 1926-27. At Humboldt since 1927.

LITTLE, STELLA SANKEY

ART.

A.B., Stanford University, 1913; advanced work at Stanford and the University of California, Summer Sessions of 1906, 1908, and 1911; study of masterpieces in art in various art galleries of Europe, 1910; A.M., Columbia University, 1928. Art Instructor in Miss Harker's School for Girls, 1904-06; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

MACGINITIE, HARVEY D.

PHYSICAL SCIENCE.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27. Teacher, Caruthers Grammar School, Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California; Instructor, Humboldt State Teachers College, Summer Sessions 1927 and 1928. At Humboldt since 1928.

NELSON, M. VIOLA

SUPERVISOR OF PRIMARY GRADES.

B.S. in School Supervision, University of Iowa, 1924; M.A., University of Iowa, 1927. Five years experience in elementary schools of Iowa; two years experience in elementary schools of Minnesota; assistant to upper grade supervisor, Hibbing, Minnesota, 1925-26. At Humboldt since 1927.

OSTRANDER, MARIE CLARKE

MUSIC.

A.B., Humboldt State Teachers College, 1928; graduate work at Stanford University, Summer Quarter 1928. Formerly Supervisor of Music, San Diego City Schools; Instructor in 1923 Summer Session, University of Southern California; Instructor in Summer Sessions 1924-25, San Francisco State Teachers College; member of University Extension Faculty, University of California, 1924-25. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Sessions 1919, 1920, 1925; Stanford University, Summer Quarter 1926. Twelve years experience in secondary schools, Shelton, Everett and Seattle, Washington. Member Phi Beta Kappa, Pi Lambda Theta. At Humboldt since 1926.

POULTNEY, ROBERT H.

BIOLOGICAL SCIENCE.

B.S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; graduate work at Hopkins Marine Station, Stanford University, Summer Session 1927. Instructor, Rutgers College, New Jersey,

1914-17 and 1919-20; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SATHER, ESTHER

HARMONY, GLEE CLUBS, ORCHESTRA.

Graduate of Thomas Normal Training School, Detroit, Michigan; additional study, Northwestern University, Summer Session 1917, University of California, Summer Session 1920, and University of Washington, Summer Quarters 1926-27. Supervisor of Music and Art, Scotia, New York; Supervisor of Music, Buhl, Minnesota; Supervisor of Music, Everett, Washington, 1919-28. Member Pi Lambda Theta.

SCHILLING, DOROTHY CECELIA

ENGLISH.

A.B., Stanford University, 1921; A.M., Stanford University, 1925; Ph.D., Stanford University, 1926. Assistant in Instruction, Department of English, Stanford University, 1925; Instructor in English, Kern Junior College, 1926-28. Field Aide, American Red Cross, 1916-1918; private secretary, 1921-1923; Executive Secretary, Palo Alto Chapter American Red Cross, 1924. At Humboldt since 1928.

SCHUSSMAN, LEO GEORGE

HEAD OF DEPARTMENT OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph.B., University of Chicago, 1912; A.M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School. Member of Phi Delta Kappa. At Humboldt since 1924.

SHELTON, NOELLE A.

SECRETARY.

Graduate Twentieth Century Business School, New Orleans, La., 1924; student Mississippi State Teachers College, 1924-25. Secretary in office of Superintendent of Schools, Burbank, California, 1927-28. At Humboldt since 1928.

SHOLTY, MYRTLE

DIRECTOR OF TRAINING.

Ph.B., University of Chicago, 1911; M.A., Teachers College, Columbia University, 1924. Elementary school teacher, Wabash, Indiana, 1902-6; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-8; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

STEVENS, EDNA M.

ASSISTANT IN EDUCATION.

Graduate of St. Cloud State Teachers College, 1910; graduate Humboldt State Teachers College, 1924; University of California Summer Session of 1925. Four years experience as a teacher in Minnesota; four years experience as teacher and principal in the schools of Michigan. At Humboldt since 1924. (On leave of absence, 1927-29.)

TELONICHER, FRED

PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27. At Humboldt since 1927.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

WOODS, VELMA ELIZABETH

EDUCATION.

A.B., University of Colorado, 1904; A.M., University of Colorado, 1906; additional graduate work, University of California,

1925-27. High school teacher in Colorado, 1906-10; elementary school teacher in California, 1910-14; educational missionary in China, 1919-25; Principal of St. Agnes' School, Anking, China, 1919-25. Member Phi Beta Kappa. At Humboldt since 1927. (On leave of absence, 1929-30.)

Special Appointments for 1929 Summer Session

JENSEN, GEORGE C.

DIRECTOR OF SUMMER SESSION.

B.S., University of California, 1911; M.S., University of California, 1912; Flood Fellow in Economics, 1913-1914. Principal County High School, Elko, Nevada, 1914-1920. Principal Winship Junior High School, Eureka High School and Dean Eureka Junior College, 1920-25. Director of Research, California Teachers Association, 1926-27; Principal of Sacramento High School, 1927. Member Phi Delta Kappa. Author of the Eureka School Plan.

CRUM, MRS. E. R.

PARENT-TEACHER WORK.

Attended the University of Kansas. Four years experience as elementary and high school teacher in Kansas; Instructor in County Institutes for Teachers for three summers; Instructor in Parental Education, Sacramento, 1928.

CLARK, GEORGE W.

PHYSICAL EDUCATION.

A.B., University of California, 1918; one year graduate work. Playground Supervisor, Oakland Recreational Department, 1915-17; Medical Corps, American Expeditionary Forces, 1917-19; Head of Physical Education Department, Kern County High School, 1919-20; Director of Physical Education for Men, Reed College, 1920-22; Associate, Department of Physical Education, University of California, 1922-24, including Summer Sessions 1923, 1924; Instructor, Fresno State Teachers College, Summer Sessions, 1926 and 1927; Assistant Supervisor of Physical Education, Los Angeles Schools since 1924; Instructor Humboldt State Teachers College, Summer Session, 1928. Member Phi Delta Kappa.

GREENLEAF, WILLIAM LEE

SPEECH.

Studied law at Des Moines, Iowa. Experience as lyceum entertainer and actor. Associated with Katherine Kidder, Joseph Haworth, Marie Wainwright, and many other artists; and for some time acted with, and directed productions for, the late Theodore Roberts. Fifteen years experience as superintendent of schools and as a special teacher; formerly head of the department of oral arts in Santa Monica High School; head department of oral arts, Santa Rosa Junior College and High School, 1928.

IRISH, MAUDE E.

DEMONSTRATION TEACHER.

Graduate, Humboldt State Teachers College, 1918. Teacher, Washington School, McKinleyville.

MOHR, LILLIAN

MUSIC

Graduate of Los Angeles Conservatory of Music, 1913; graduate of Thomas Normal Training School, Detroit, Michigan, 1919; graduate State Normal School, Ellensburg, Washington, 1920; attended Summer Sessions at University of California at Los Angeles, State Normal School, Bellingham, Washington, and University of Southern California. Toured United States as pianist with concert company, 1914-16. Instructor Music Department, State Normal School, Ellensburg, Washington, 1919-21; Director of Music, Bellingham City Schools, Bellingham, Washington; Assistant Supervisor of Music, Pasadena City Schools, Pasadena, California, 1927-1929; Instructor, University of California Extension Division, 1929.

MORRIS, EMILY A.

DEMONSTRATION TEACHER.

Humboldt State Teachers College, Summer Sessions, 1919, 1922, 1925, 1927 and 1928. Principal, Washington School, McKinleyville.

RUSSELL, MARY LOUISE

EDUCATION.

Diploma from Albany State College for Teachers; Extension work, New York University; Columbia University; Oxford University. Superintendent of Elementary and Junior High Schools, State Normal School, Geneseo, New York.

SHANGLE, C. PAINE

EDUCATION.

A.B., University of Oregon, 1910; A.M., University of Wisconsin, 1911; two additional quarters of graduate study at Stanford University, 1927-28; Superintendent of Schools, Sedro-Woolley, Washington, 1922; President Washington Education Association, 1928-29.

GENERAL INFORMATION

THE TEACHERS COLLEGE

The purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to give them a social and cultural education that will lead to good citizenship and a wide enjoyment of life. The presence of little children in the training school keeps uppermost in the student's mind the central purpose of the college. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to professional ideals.

THE JUNIOR COLLEGE

The work of the Junior College covers the first two years of the liberal arts college. It aims to train the student thoroughly in the fundamental subjects necessary for successful continuance of upper division college work.

The Humboldt Junior College because of its relatively small classes offers many distinct advantages. The smaller class group provides the opportunity for each student to develop his individuality and begin without loss of time the necessary adjustment of his own tendencies and abilities in terms of the work of the college.

Junior College students are a part of the regular student body of the College and entitled to equal rights and privileges in all matters of self-government or college work and activities.

1929 SUMMER SESSION

The 1929 Summer Session of six weeks will be held from June 24 to August 2, inclusive. Its purpose is to meet the needs of:

(a) Students of the regular session who wish to complete their courses in a shorter time.

(b) Properly recommended high school graduates who are prepared to enter the Teachers College.

(c) Candidates for the Bachelor of Arts degree.

(d) Teachers who are candidates for the elementary teachers' credential issued by the California State Board of Education.

(e) Teachers or principals who are candidates for the elementary or junior high school administration or supervision credential issued by the California State Board of Education.

(f) Teachers who desire the stimulus of advanced professional courses in education and contact with other progressive teachers.

(g) Teachers who wish to combine study and recreation for a six-weeks period in one of the most beautiful sections of California.

Reduced round trip excursion rates are available on the Northwestern Pacific Railway and connecting lines and on the Redwood Highway stages. Ask your local railway agent for complete information.

Humboldt has summer conditions ideal for study and a scenic environment unsurpassed in California. For special description of recreational opportunities see later pages of this announcement.

TEACHERS FROM OTHER STATES

Teachers from other states desiring to teach in California, who have training equivalent to that required of California teachers, may receive from the State Board of Education credentials permitting them to teach in California for one year. Renewal of such credentials is usually conditioned on receiving six units of further training in a California teacher training institution.

Teachers from other states with less training than that required of California teachers and who desire to teach in California should plan to enter a California teacher training institution and earn a teaching diploma. Information concerning advanced standing at Humboldt is given under admission requirements in this bulletin.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly acceptable teaching experience.
- B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required) :

1. School Administration and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. Educational Tests and Measurements.
5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.

4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

- B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required) :

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group :

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

LOCATION

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The city of Arcata is a delightful place of residence. It has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, a good live Chamber of Commerce, Rotary and Kiwanis clubs, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. It is sometimes known as the “White City,” because so many of its houses are painted that clean color. Luxuriant flower gardens are a notable feature of the home surroundings. The people are gracious and hospitable and the atmosphere of the place is altogether charming. The spirit of cooperation between the townspeople and the College is especially cordial.

A new concrete highway along the edge of the bay leads in eight miles to the city of Eureka, the metropolis of northern California, with a population of fifteen thousand. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain result in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy, spring-like feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song-birds from the north spend the winter here.

CAMPUS

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. In the rear is an athletic field, with asphalt tennis court, and room for other outdoor sports. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted after September 15, 1930, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the

State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase: For the college year ending June 30, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 274 students; 1927, 312 students; 1928, 325 students; 1929, 326 students.

THE COLLEGE ELEMENTARY SCHOOL

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The teacher has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity for learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

THE LIBRARY

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present

contain approximately eleven thousand volumes, about one thousand of which are state textbooks, furnished free by the state for the use of the teachers and students in the Training School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for ninety-five magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13x75 feet, containing the bound volumes of magazines, the state textbooks, and the overflow of general books from the main reading room.

APPOINTMENT SERVICE

An appointment bureau is maintained to perform a double service: To help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring the service of the bureau should register early in the year in which they expect to graduate with the chairman of the appointment committee.

LECTURES AND ENTERTAINMENTS

Public assemblies of students, faculty and visitors are scheduled at least once every week, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the college attended the banquet given

in honor of the new president and the faculty. A permanent Alumni Association was organized at this time. Meetings are held three times a year; one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one at the time of the January graduation.

The following are the officers for the current year: President, Ruth Stewart, Arcata; vice president, Dagmar Freeman Etter, Eureka; secretary-treasurer, Norene Cave, Eureka.

EXTENSION SERVICE

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public makes such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a state institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the state. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU

A speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lectures are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the president for further information.



Oxalis, Fern and Redwood.



Drive in Auto Park, Arcata.

RECREATIONAL OPPORTUNITIES

COLLEGE TRAILS

The hills back of the College are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree. Through the beautiful forest the College has laid out a system of trails that is much used by the students and faculty for recreational and nature study purposes.

There are four main divisions of the trail system each with its individual characteristics. A trip over any two of them constitutes a complete round trip from the College, with no duplication of territory or types of scenery. Starting from a point midway between the main college building and the girls' dormitory, we follow the Alder Trail along a deeply-wooded ravine beside a meandering brook. The vegetation and foliage is so dense that the sunshine only succeeds in carving delicate patterns of light and shadow on the trail-side. Red alder trees of remarkable size and vitality line the banks of the stream. The typical undergrowth is huckleberry bushes, salal, salmon berry, trailing blackberry vines and many large clumps of ferns. For three miles or so the trail continues on a gentle upward slope, the evergreen trees—redwood, spruce and Douglas fir—becoming more abundant at the higher levels, until it emerges into a clearing high up on the face of the hill. The ruins of an old lumber camp and ranch explain the existence of the clearing, and beautifully grouped clumps of spruce and fir, above a clean carpet of grass and flowers, give a park-like appearance to the hillside.

The high point on the trail is soon reached, not very far from the top of Fickle Hill, and the downward route passes for a distance through open fields and pastures belonging to ranches on the Fickle Hill road. From this portion of the trail there is a succession of wonderful panoramas, in which Humboldt Bay holds the center of the picture. The city of Arcata in the foreground, Eureka on the opposite side of the

bay, and the forest-clad hills and ocean in the distance complete an unsurpassed landscape composition. In clear atmosphere, the line of breakers can be followed for miles along the ocean beach, and ships can be sighted on the far distant horizon. From this point back to the College we follow the Wilder Trail, named for a pioneer settler of this region. This is a well-wooded trail, on high ground all the way, bordered by a mixture of redwood, spruce, wax myrtle, Indian lilac, and in some places tall-growing rhododendron bushes. It approaches the south end of the main college building, past a hillside affording delightful glimpses of the town and bay.

The other two trails are known as the Fern Trail and the Ridge Trail. If we leave the south end of the College and follow the edge of the athletic field to the rear of the tennis court, we find the entrance to the Fern Trail just beyond that point. This trail follows another ravine beside a singing brook to a small abandoned reservoir, surrounded by tall guardian trees. Branching sharply to the left at this point, it passes between high banks covered with ferns, sword ferns, deer ferns, wood ferns, lady ferns—ferns of all sizes and shapes. One feels that with such a unique and luxuriant display the trail could hardly have been named otherwise. For half a mile or more the ferns wave their graceful greetings to us, while the tinkling water flows under the tree roots directly beneath our feet. Then we climb up out of the ravine either to the junction with the Wilder Trail or to the junction with the Ridge Trail.

If we elect to return to the College by the Ridge Trail, we descend the ridge between the two ravines traversed by the Alder and Fern trails. This trail might very well have been named the "Deep Woods Trail," for it traverses the most heavily wooded portion of the country in the vicinity of the College. Douglas fir and Sitka spruce are the most common trees in this stand, though there are many redwoods, especially toward the lower end of the trail. Underbrush is scarce and the forest floor is heavily carpeted with fir and spruce needles. So dense is the foliage that twilight falls here long before the more open spaces turn dusky. A curiosity of the trail-side is an enormous dead redwood tree, probably 300 feet high, stripped of bark and spirally convoluted as to surface. The evidence seems to point to lightning as the paralyzer. Very few redwoods ever die of natural causes.

REDWOOD AUTO PARK

One branch of the college trail system leads to the Redwood Auto Park, owned by the city of Arcata. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best modern auto park equipment, including a particularly home-like community living-room with fireplace and piano. This room is available to the public and is the scene of many college parties. The park is located about half a mile from the college campus and is equidistant by road or trail. The extensive forest surrounding it gives plenty of opportunity for private picnic parties, undisturbed by regular park campers.

MAD RIVER SWIMMING POOL

Although there are several good ocean beaches close to Arcata, the water is usually too cold for bathing in comfort. Through the joint efforts of the Arcata Chamber of Commerce and the County Board of Supervisors, however, very good bathing facilities have been provided in the Mad River, only four miles from the College. This is a fairly wide, smoothly-flowing river, with well-wooded banks. A sandy beach slopes gradually into the river, and a sharp bend in the stream at this point insures plenty of deep water near the farther shore. Seen against the background of thickly-matted alder trees, it is a picturesque, as well as commodious, swimming pool. Both houses and picnic tables have been constructed, and an evening weiner roast is a popular aftermath to the swimming parties.

COAST SAND DUNES

About four miles west of the College, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle-line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blow-outs," long depressions caused by the action of the wind on the less resistant sands, give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the College and



Trinidad Coast.



Sand Dunes.

the whole bay region. Many of the dunes are covered with a thick growth of flowers that like the sand.

Some of the more conspicuous varieties are the sand verbenas, a creeping plant with pale-green leaves, profusely covered with bright yellow flowers; the beach aster, a hardy and showy flower with yellow center and lilac-colored rays, blossoming late into the winter; and the fig-marigold, with its curious three-sided fleshy stems and gaudy purplish-pink petals. There are several other less common varieties, such as the primrose, golden-rod, lupine and wild strawberry. A small variety of huckleberry is abundant in autumn in the wooded stretches bordering the dunes.

The sand in the dunes is rather firmly packed and is good hiking territory. Golf can also be played over a considerable portion of it. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, add to the attractiveness of the region.

TRINIDAD COAST

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata. Here there is a County Free Auto Park with stores and service station and camping facilities on the tree-fringed edge of the beach. This is known as Clam Beach, because twice a month, at full moon and new moon, excellent clam digging is to be had here. They are the large razor clams and are protected by law, only 50 being allowed to one person at a time. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone Beach, a fine expanse of gently receding strand, is reached by a sharply-descending side-road. An inn, sometimes used as a mecca for week-end excursions, is located on the beach. The bluff at the northern end of the beach rises very abruptly from the water's edge, presenting an invitation to the strenuously inclined climber.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the water, connects with an underground cavern which allows the intruding breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray

and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water along the coast, the spray of the breakers dashing over them or far upon their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life. The largest and most attractive of these coves, recently christened "College Cove" by the college classes in Biology that visited it, is located about one-half mile north of the town of Trinidad.

THE LAGOONS

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast. There is good fishing in the lagoon in season, and many varieties of water birds may be found in the vicinity. The brown pelican, one of California's most interesting coast birds, frequent the region in large numbers.

CRESCENT CITY TRIP

Continuing up the Redwood Highway toward Crescent City, we cross Big Lagoon on a handsome newly-completed bridge, a mile and a half in length. Skirting the inside edges of Stone's and Freshwater lagoons, we cross a divide and

descend to the valley of Redwood Creek at the little village of Orick (43 miles from Arcata). Here is a very attractive and well-managed inn which is a popular objective for one-day round trips from the College. Salmon fishing at the mouth of Redwood Creek is very excellent in season. Leaving Orick, we pass through one of the finest redwood groves on the coast. It is called Russ Grove and was recently dedicated at a memorial to the pioneers. The vegetation in these more northerly groves is much ranker than in those south of Arcata. Immense ferns, head high, often monopolize the forest floor. Tall rhododendron bushes, flowering in late spring, offer a gorgeous display of color, though somewhat dwarfed by their redwood companions. For 15 miles the road winds its way among these majestic monsters, crossing the Humboldt County line as it emerges from the forest. Now for a way it is carved out of the hillside high above the ocean, with open pastures, brilliant with lupine and wild iris in spring time, below. Then it passes over the divide to the Klamath River, which is crossed on a new concrete bridge, known as the Douglas Memorial Bridge. This was completed and opened to traffic in the fall of 1926 after a mighty two-year struggle with the turbulent wintertime floods of the Klamath. The remainder of the route to Crescent City passes through some of the finest scenery on the whole trip. Sometimes circling the hillside pastures above the ocean, again dipping to the sea level near sheltered beaches, and at one point traversing another magnificent four-mile stretch of redwood forest close to the oceanside cliffs, it finally rounds the curve of Crescent City Bay, soon to be the scene of extensive improvement operations, and lands us at the capital city of Del Norte County (84 miles from Arcata). It is a two-way surfaced highway at practically all points, well graded and is being continually improved. Under present conditions the round trip can easily be made from Arcata in one day.

BULL CREEK REDWOOD FLAT

One of the most popular redwood trips in the county is that to the Bull Creek Flat near Dyerville. This is 56 miles south of Arcata on the Redwood Highway. It is a picturesque trip, following the contour of Humboldt Bay for several miles, then crossing the hills into the lower Eel River valley, a rich dairying region. Scotia (37 miles) is the home of the Pacific Lumber Co. and the seat of what is said



Freshwater Lagoon, Redwood Highway.



Breakers at the Big Lagoon.

to be the largest sawmill in the world. From this point to Dyerville, the road passes through grove after grove of majestic redwood trees. At the bridge near Dyerville, we leave the main highway and follow the right or west bank of the South Fork of Eel River for two miles. Here at the junction of Bull Creek and the river we find the famous Bull Creek Flat of redwoods, said by experts to be the finest redwood grove in existence. There is very little other vegetation in the grove. The forest floor is clean, only a few fallen monsters here and there and an occasional clump of ferns barring the way. The trees stand fairly close together, their deeply-ridged cinnamon brown trunks extending upward for a hundred feet or more without branches. Straight as an arrow, symmetrical to perfection, gigantic in size, often from twelve to fifteen feet in diameter at the base, a few even larger than that, they draw the eye upward to the compact roof of lace-like bright green foliage three hundred feet or more above. There is one specimen that is said to be nearly four hundred feet high. Shot through with shafts of sunlight, this dense forest canopy becomes a thing of wonder and beauty. To spend the night in this grove, observing its more solemn moods in the dusk of evening or in the eerie half-lights of dawn, is an experience that brings one closer to the Infinite.

LUMBER CAMPS AND SAWMILLS

Humboldt County contains some of the largest lumbering camps and sawmills in the world. Four of the largest establishments are at Crannell, Korbel, Samoa, and Scotia. Permission can usually be obtained to visit these camps and mills. Crannell is located two miles from the Redwood Highway, and thirteen miles north from Arcata. The logging camps, several miles back in the hills, can be reached by the logging railroad, but special permission must be secured from the company's office to travel over them. The work of hauling huge logs from the forest to the loading station by donkey engine and cable can usually be witnessed at any time, but the felling operations are not always being carried on, and it is well to inquire in advance, if one wishes to see that part of the work. Korbel is located twelve miles northeast of Arcata. Besides the big sawmills, there is a beautiful park just beyond the town, named Camp Bauer. Although it is owned by the lumber company, the public is allowed to use it, and many picnic parties are held there.

SAMOA

Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata (8 miles) or by boat from Eureka. The big lumber mill draws its raw material from the interior forests by railroad, and deposits the finished product on tidewater, ready to be carried to all parts of the world. A favorite day's trip from the College is to drive to Samoa, make a tour of inspection through the mill, then cross to the ocean side of the peninsula (not over half a mile wide at this point) where a smooth, sandy beach adjoins the higher dunes in the rear of the village. An object of curiosity here is the wreck of the *U. S. S. Milwaukee*. Grounded while attempting to rescue the submarine *H-3* in trouble during the war, its hulk has been battered by the breakers until only a shell of its former self remains. A wooden gangway built from the beach to the boat for salvage purposes may still be climbed by the more venturesome. The beach and near-by sand dunes offer an opportunity to while away the remainder of a lazy afternoon.

OTHER TRIPS

The surrounding country affords a great variety of climate and scenery. Only a few miles east of Arcata the cool ocean-tempered climate gives way to typical California summer weather, with corresponding changes in vegetation. Driving in a northeasterly direction, we soon cross the first range of coast hills beyond Blue Lake over what is known as the Lord Ellis road. This brings us into the hot interior valley region, beyond the redwood belt. Madrone and tan-bark oak, mixed with plenty of Douglas fir, are the typical trees, and hilly grazing lands alternate with orchards and woodlands. Willow Creek (25 miles from Arcata) is the first village to be encountered. This is located on the Trinity River, where good swimming, and fishing in season, is to be found. A well-kept hotel and auto camp make this a possible over-night trip, though it can easily be done in one day with an early start. Willow Creek is on the State Highway between Arcata and Redding, and if there is time for a two-day trip, the journey can be extended to Weaverville, the county seat of Trinity County (103 miles from Arcata).

The road north from Willow Creek leads through the Hoopa Indian Reservation to Weitchpec, at the junction of Trinity

and Klamath rivers. This is one of the wildest and most picturesque parts of the State of California. At this point the ancient bed of the Klamath River lies on the top of Grasshopper Ridge, at an elevation of 2500 feet above the present stream. The village of Orleans, about 16 miles up the river, can be reached by auto road, and nestles among the high hills in a particularly beautiful location. For twelve miles above Orleans the Klamath flows through a gorge 3000 feet deep. From Weitchpec the return trip can be made, if desired, via French Camp and the Bald Hills route to Orick on the Redwood Highway, thence to Arcata without duplication of route. From Weitchpec to the mouth of the Klamath River, about 40 miles, the Indians frequently make the trip in their redwood canoes. Anyone wishing an unusually thrilling and picturesque trip could journey to Weitchpec by stage, engage an Indian to paddle him down the river to Requa, and return to Arcata by stage over the Redwood Highway.

The trip to Kneeland Prairie (elevation 2800 feet), via Bayside and Freshwater, leads through some fine scenery, wooded hills alternating with open pastures. The "Prairie" itself is quite different from the ordinary middle-western conception of the term. It is merely a collection of high, rolling pasture lands, delightfully green and flower-strewn in spring, brown in summer, surrounded by heavy woods and rugged, craggy mountains. A complete round trip (about 110 miles) can be made by continuing to Bridgeville through some picturesque mountain country, thence following the Van Duzen River back to the Redwood Highway at Fortuna, and so back to Arcata.

There is also some interesting country in the Mattole Valley, reached by a road running directly west from Dyerville on the Redwood Highway. Kings Peak, 4268 feet high, rising straight up from the ocean, may be reached from this valley. This is said to be the highest mountain in California on the ocean's edge. Cape Mendocino, the westernmost point of land in California, is a few miles north of the Mattole. If desired, the circuit may be completed by following the so-called Wildcat Road north through Capetown and Ferndale to the Redwood Highway at Fernbridge (about 150 miles round trip from Arcata).

A trip of about 150 miles through some wonderfully scenic country, though over rather poor but passable roads, is known



Trinity Mountains.



Klamath River.

as the trip "around the block." Leaving the Redwood Highway at Fortuna, the route is up the Van Duzen River to Bridgeville, thence south through some high mountain country to Blocksburg, and on to Alder Point on the main line of the railroad. Crossing the railroad, the route leads up hill for eight miles to the town of Harris, then turns north again and follows Mail Ridge, so called because the old mail stage from San Francisco used the route before the railroad was built, through Fruitland and Dyerville. This ridge is 3500 feet above sea level and affords extensive views over the whole southern part of Humboldt County.

There are several short round trips from Arcata through the mountain country, all very interesting. The easiest is the one to Bald Mountain via Blue Lake and Korbelt, returning via Green Point and the Lord Ellis Road. It is a short hike from the road to the top of Bald Mountain, where one is rewarded by an extensive view. Another circuit may be made via the Fickle Hill Road from Arcata to Butler's Valley, thence across the Mad River, returning via Korbelt and Blue Lake. An alternate return route for this trip would be to turn south before reaching Butler's Valley, connecting with the Kneeland Prairie Road and returning via Freshwater. None of the mountain roads of the Redwood Highway should be attempted by a person who has never done any driving except on city pavements. Although they are all gravel surface roads, maintained by the county, yet there are a good many steep and narrow places in them which should not be attempted by any but experienced drivers.

OTHER ATTRACTIONS

Sequoia Park, Eureka's city park, is located only a few minutes' drive from the center of the city. It may be reached by a street car line. It has excellent picnic facilities, and is a popular objective for trips from the College. A little rustic cabin with fireplace may be used upon application to the keeper of the park. There is an interesting zoo and duck pond at the park. The Eureka Golf Club is located only five miles south of the city, and a green fee entitles visitors to the use of the grounds. Four concrete tennis courts are available for college students at the Arcata High School, when not in use by the high school students. Excellent fishing can be enjoyed in season in the Mad River, just a few miles north of Arcata, and in the Eel River about 25 miles south of Arcata. Salmon

fishing is best in the fall after the first heavy rains, though many of them are caught in summer at the mouth of the Klamath by trolling. Trout fishing is best in May in the mountain streams east of Arcata. Those who are fond of crabs may indulge in the sport of trapping them, boiling and consuming them on the spot at a public camp ground near the mouth of the Eel River below Ferndale.

EXPENSE

LIVING ARRANGEMENTS

The dormitories and commons are under the supervision of the Home Economics Department. Dormitory accommodations are provided for thirty-nine women and twelve men. A wholesome family spirit prevails. Room and two meals per day are available at the rate of \$25 per month. Noon lunch is served at the college commons. Dormitory students furnish all bedding, including mattress protector, and towels. The cost of board and room in private homes ranges from \$30 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

FEES

Regular semester registration fee-----	\$1 50
Summer session registration fee-----	15 00
Delayed transcript fee-----	1 00
Late registration fee-----	2 00
Repetition of English A course-----	10 00
Diploma fee at graduation-----	2 75
Student body fee per semester-----	5 00
Summer session lecture fund-----	1 00
Additional transcripts, each-----	1 00
(One transcript free.)	

SELF HELP

Opportunities for part time employment are often available for young women who are able to assist in housework or in the care of children. The policy of student employment is followed in the College in janitorial, clerical, and cafeteria assistants.

LOAN FUND

A small loan fund is at the disposal of the College to assist worthy students, enrolled in the professional courses, to meet their necessary expenses. Applications for loans should be made to the President.

BOOKSTORE

The College conducts a cooperative bookstore which sells, without profit, all college text books and supplies.

ADMINISTRATION

MARKING SYSTEM

A five-point marking system is used with A, B, C, or D, indicating a passing grade and F, meaning failure. Plus (+) means passed without defining grade; Cond., conditioned; inc., incomplete; W, withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes F.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

COUNTS

Work done should have both quantitative and qualitative characteristics. Quantity is represented by semester units. Quality is represented by honor points.

Counts represent a combination of quantity and quality. They are the sum of the semester units and the honor points. For example, a B mark in a two-unit subject would yield 6 counts. (2 units plus 4 honor points.)

STUDENT PROGRAMS

Sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the sixteen-unit program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of "counts." The chart given below is recommended as a guide for the student.

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

Summer session programs are limited to six semester units.

Number of counts earned during current semester	Student load or status for following semester
48 or more	18 units
40-47	17 units
24-39	16 units
16-23	Less than 16 units
9-15	Probation
0- 8	Disqualification

NOTE.—The above recommendation is based on a marking system that approximates the normal curve of distribution, which in turn is based on objective measurement.

PROBATION AND DISQUALIFICATION

Regular students who earn less than nine counts in any semester are disqualified for attendance during the succeeding semester.

Regular students who earn less than sixteen counts and more than eight counts will be placed on probation during the succeeding semester. During the probationary semester such students must earn more than fifteen counts or become disqualified.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

REPORTS

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester scholarship reports are made to the students at the end of the first nine weeks of each semester. The marking system for these reports shall be as follows: Plus means passing work with a grade of C or better; D means passing; F means failure; Cond. means conditioned; Inc. means incomplete; W means withdrawn.

For mid-semester purposes each unit of plus shall equal two counts; each unit of D shall equal one count. Students earning less than nine counts (based on the mid-semester marking system) during the first nine weeks, shall face the possibility of immediate disqualification. Definite action in each case shall be determined by the faculty on recommendation of the Scholarship Committee.

PARTICIPATION IN ACTIVITIES

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon the recommendation of the instructor or coach in charge of the activity. Participation shall be limited to students who have paid their student body dues. Preference shall be given to students who are successfully carrying scheduled programs of work.

Before recommending that any student participate in any extra-curricular activity, the instructor or coach shall:

1. Look up the official scholarship record of the student concerned for the present and preceding semesters.
2. Discuss with each student the probable effect of such participation on his general scholastic record.
3. Report to the Registrar's office a list of students recommended for each activity and each scheduled performance of the activity.

CLASS ATTENDANCE

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner.

Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course.

Whenever the hours of absence for any student in any course exceed the hours per week scheduled for the course, the student will be excluded from the course. Reregistration in the course is possible after his or her case is reviewed in the Registrar's office. Reregistration, when permitted, will also carry a financial obligation of paying 50 cents for each hour of unexcused absence.

EXTRA-CURRICULAR ACTIVITIES

STUDENT SELF-GOVERNMENT

One significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The term one hundred per cent self-government has been aptly used to describe the system, as the faculty retains only such authority and oversight as is necessitated by the administrative jurisdiction and general responsibility as provided by law. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities and to their country.

ATHLETICS

For men students schedules in football, tennis, basketball, baseball, and track athletics are conducted. Student teams are equipped by the Student Body, but all coaching is under the Men's Director of Physical Education. In the fall semester football is the major sport, while an extensive basketball schedule is always played during the winter months. During the spring semester the baseball team takes an extended trip through central California, playing college and university teams en route.

For women students there are interschool, interclass and individual athletics. The women's interclass athletics include basketball, baseball, hockey, track and volley ball. The school's object of "mass participation" has been attained in these interclass competitions; in basketball alone about 75 per cent of the women students participated. For the woman

student, however, who is not interested in competitive sports, opportunity for individual recreation is provided in hiking and in archery.

An especially attractive feature in connection with athletics for women at Humboldt is the organization known as the Women's Athletic Association. Members of this organization have aroused interest in recreational sports among the college women by a system of awards for participation. Under this system points are given for making a college team, for making a class team, and for participation in the individual sports. Members of the association also assist the women's games at the College; in addition, they arrange for social functions for the women in athletics. One of the most noteworthy achievements of the Women's Athletic Association is the annual Play Day, when large numbers of girls from the nearby high schools meet at the College and take part in athletic events, on a social rather than a competitive basis.

In the carrying out of its ideal of mass participation in athletics, the College has also developed a unique system in its intramural athletics, namely, mixed athletics in which men and women compete in such sports as tennis and volley ball on equal terms, both men and women students being on the same teams. Each year there are several mixed-double tennis tournaments and a mixed volley ball tournament. The college authorities believe that the mixed playing promotes a spirit of camaraderie between the men and women students.

Athletics at Humboldt offer practical training to future teachers as well as promoting the ideas of recreation and camaraderie. Practically all of the college sports are duplicated by the pupils in the training school maintained by the College. Special credit work is arranged for college students who have the ability for, and who wish to get experience in conducting elementary school athletics and in handling children on the playground.

THE HUMBOLDT COLLEGIANS

To provide opportunity for adequate expression of musical and dramatic ability, and to acquaint the general public with the work of the College, some twenty-odd students are chosen each year for the "Humboldt Collegians," who present a series of two-hour performances in nearby towns and on tour down the Redwood Highway each spring semester.

The program includes one-act plays, dancing numbers, instrumental ensembles, vocal numbers—trios, quartets, sextets, choruses—as well as solo work. It provides an opportunity for students of talent to obtain the practical experience of appearing before the public on a professional basis.

Opportunity to be chosen for the “Collegians” is on a competitive basis; it is open to any student, provided he or she is doing satisfactory school work.

After the numbers are selected, regular rehearsals are held. Then begins a series of local performances in Humboldt County towns.

After the county performances, the Collegians, with three faculty members, make a week's tour of Redwood Highway towns. The trip, which is made in a large motor stage, ends in San Francisco, where the Collegians give a radio performance.

THE ASSOCIATED WOMEN STUDENTS

Women students are organized into an association which has for its purpose the furthering of cooperation among the women of the student body and the faculty. In carrying out this purpose the Big Sister Movement has been adopted. In addition the Big and Little Sisters have been divided into groups and each group assigned to a woman faculty member adviser known as the “faculty mother.” Besides the assistance rendered by the Big Sisters in school work and social adjustment, each group plans to make some contribution to the school. Other activities and clubs include: The Women's Athletic Association, the Girls' Glee Club, the Program Committee and Hospitality Committee. Plans for this year include sending a delegate to the Y. W. C. A. convention at Asilomar and providing a scholarship fund for one of our girl students.

LITERATI

This is an honorary literary organization composed of students who have an interest and some degree of skill in one or more of the phases of speech and dramatic arts which include public speaking, debating, literary interpretation, story telling, and drama. The Literati have a dual purpose, viz, self-improvement of the members, and service to Humboldt State Teachers College. The members of the Literati meet in the college social unit once each month for a dinner program. Occasionally the club members dine together at the

college commons. Guests are invited to many of the programs.

This group of students have, so far, adopted two annual affairs for which they will be responsible—the annual Pioneers' Program in September, and the Speech and Drama Contest in February. Each fall, soon after college opens, all the pioneers of Humboldt County are invited to the college for a program, designed to do honor to the early settlers of this country, and to acquaint the younger generation with the early history of Humboldt Wonderland which we now occupy. In February each year the Speech and Drama Contest for high school students is held at the College. The Literati members not only help to work out details and help to carry on the contest, but they also serve a banquet and act as hosts to all the visiting high schools.

COSMOPOLITAN CLUB

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of understanding of all peoples and foster international good will." Open-mindedness and a desire to make a fruitful contribution to the organization's life are the only qualifications to membership.

The club meets one afternoon a week in the social unit and devotes at least one hour to the discussion of a problem decided upon by the members at the previous meeting. Ample literature on each topic is available and members are requested to become acquainted with all the angles of the question under consideration before discussion takes place. Once a month the club meets in the evening, when dinner is served, followed by an address and social program.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association of Humboldt State Teachers College is a member of the county, state and national organization and has accepted the constitution which governs college membership throughout the country.

The association welcomes and seeks to include in its membership all men of the College, whether students or members of the faculty.

A meeting is held one evening each week. At present the plan of program is to hold a forum discussion twice each month, using as a text "Thirty Studies in the Life of Jesus" by Bosworth. The discussion meetings are alternated with two addresses, one by a member of the faculty, and the other by some individual not connected with the College. A period of discussion follows each address.

Four young men of the College attended the 1928 conference held during Christmas week at Asilomar, California.

SOCIAL LIFE

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body is in general charge of all social activities in the College and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students various channels of self-expression through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure happiness in college life by creating opportunities for wholesome recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizenship.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining high standards of conduct and scholarship. The Cosmopolitan Club brings the student in contact with various problems of national and international scope. The College Lyceum course and the Dramatic Club offer opportunities in the music and dramatic fields. The College Civic Club is active in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged. Special interscholastic athletics and play days for women are arranged by the Women's Athletic Association, and lectures, dances, class parties, and other social functions contribute to enliven and develop social relationships. The Alumni Association is active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.



Front Entrance.

ADMISSION

ALTERNATIVE QUALIFICATIONS

(a) Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the college, or for sufficient reason continued as provisional students.

(b) Teachers holding valid credentials to teach in any county of the state may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied, as determined by the faculty of the College.

(c) Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies

in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

3. Transfers with Advanced Standing.

(a) Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

(b) Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(1) Not more than sixty-four credits of lower division standing may be offered.

(2) No credits for professional courses in education may be offered.

GENERAL QUALIFICATIONS

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

Physical Examination

On entrance, just before graduation and at any other time necessary a physical examination by the college physician will be required, followed by conferences with the health counselor.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will be on fundamentals in grammar, usage, and composition. Students failing to pass this examination will be enrolled in the two-hour non-credit course in English A preparatory to trying the next examination offered in the subject.

College Aptitude Test

All students are required to take the college aptitude test once each year.

Fundamentals

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, reading, writing, arithmetic, spelling, history, geography. Students whose skill in the fundamentals is not up to the standard necessary in the ordinary functions of life may enroll in the "Opportunity Class in the Fundamentals."

The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects no college credit is given for it.

Necessity for enrolling in the "Opportunity Class" will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standard tests and measurements; by the judgment of the student at any time that he needs the work.



REQUIREMENTS FOR GRADUATION FROM THE REGULAR FOUR-YEAR DEGREE COURSE

The regular four-year elementary teachers degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the college requires for graduation 124 semester units. (This course will be required of all candidates for an elementary teaching credential granted after September 15, 1930.)

Subject Requirements—Lower Division

ART		Units
Art Structure		2
		2
ENGLISH		
English 1A		3
English 1B		3
		6
*FUNDAMENTALS		
English A		0
Arithmetic A		0
Reading A		0
Spelling A		0
Penmanship A		0
Speech A		0
MUSIC		
Sight Singing		1
		1
PHYSICAL EDUCATION		
Hygiene		2
Activities for Adults, one-half unit each semester		2
		4
PSYCHOLOGY		
General Psychology		3
		3
SCIENCE, BIOLOGICAL AND PHYSICAL		
Modern View of the Physical World		3
General Biology		3
A year course		6
		12

*The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, SOCIAL

	Units
History of Civilization 1A, 1B-----	6
Human Geography-----	3
Economic History of the United States-----	3
	12

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Introduction to Education-----	2
Educational Psychology-----	3
Reading in the Elementary School-----	2
Curriculum and Methods-----	3
Practice Teaching-----	10
Educational Measurements-----	3
Public Education in California-----	2
Education for Citizenship-----	2
Principles of Education-----	2
	29

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

Activities for Adults, one-half unit each semester-----	1½
Methods in Plays and Games-----	½
Organization of Physical Education-----	2
	4

SCIENCE, SOCIAL

American Government-----	3
	3

SPEECH

Children's Literature and Story Telling-----	3
	3

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Foreign Languages	Music
Art	Home Economics	Physical Education
Biological Science	Industrial Arts	Physical Science
Commercial Education	Mathematics	Philosophy
English		Social Science

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

THE THREE-YEAR COURSE

For students not interested in obtaining the bachelor's degree the three-year course remains in effect until September 15, 1930. Ninety-six semester units are required for graduation. The subject requirements are similar to those in the four-year course. Detailed information may be secured from the Registrar.

TWO-YEAR JUNIOR COLLEGE COURSES

Aims and Purposes

The Junior College courses are designed for three different groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Sciences in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the course leading to the junior certificate in the College of Letters and Science.

(b) Students planning to obtain a degree in a College of Applied Science or in a Professional School who wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of work in the Junior College will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Junior Certificate Curriculum

The requirements for the Junior Certificate in the College of Letters and Science are sixty-four units of college work including the following:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Astronomy, Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

- * (1) English, Public Speaking.
- (2) Foreign Language (additional to b).
- (3) Mathematics (additional to c).
- * (4) Economics, History, Political Science.
- (5) Philosophy, Logic.

* NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

Recommended Sequence of Junior College Subjects

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A	3	English 1B	3
Science	3 or 5	Science	3 or 5
Foreign Language	3 or 5	Foreign Language	3 or 5
Economics 1A	3	Economics 1B	3
European History 4A	3	European History 4B	3
Mathematics 3A	3	Mathematics 3B	3
Hygiene	2	Public Speaking 1A	3
Intermediate Algebra	2	Trigonometry	2
Physical Activities	$\frac{1}{2}$	Physical Activities	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 56A	3	English 56B	3
Science	3 or 5	Science	3 or 5
Foreign Language	3 or 5	Foreign Language	3 or 5
Political Science 1A	3	Political Science 1B	3
History Americas 8A	3	History Americas 8B	3
Mathematics 4A	3	Mathematics 4B	3
Logic 1A	3	Logic 1B	3
General Physiology	3	Econ. Hist. of U. S.	3
Physical Activities	$\frac{1}{2}$	Physical Activities	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts.

SUMMER SESSION COURSES

This chart gives a quick survey of courses to be offered in the 1929 Summer Session. Descriptions may be found on the following pages.

ART

- Public School Art.
- Elementary Crafts.
- Art Structure.

EDUCATION AND PSYCHOLOGY

Administration and Supervision Credential Courses.

- School Organization and Supervision.
- School Administration and Supervision.
- Growth and Development of the Child.
- Philosophy of Education.
- Educational Tests and Measurements.
- History of Education in the United States.
- Curriculum Construction.
- The Principal and His School.
- Rural Education.

Special Requirements for the Elementary and Junior High School Credential Courses

- Principles of Elementary Education.
- Principles of Junior High School Education.
- Public Education in California.
- Education for Citizenship.
- United States Constitution.

Diploma and Elective Education Courses.

- Educational Psychology.
- Silent Reading.
- Primary Methods.
- Parent-Teacher Movement.

ENGLISH

- English 1A.
- The English Drama.

HOME ECONOMICS

- Nutrition.

INDUSTRIAL ARTS

- Metal Arts.
- Pottery.
- Toy Craft.

MUSIC

Sight Singing.
Public School Music.
Music Appreciation.

SCIENCE, BIOLOGICAL AND PHYSICAL

General Vertebrate Zoology.
Geology 1A.
Local Flora.
Biology 1B.

PHYSICAL EDUCATION

Organization of Physical Education.
Plays and Games for Children.
Growth and Development of the Child.
Major Sports in Elementary Grades.
Tennis.

SCIENCE, SOCIAL

History of Modern European Expansion.
American Government (U. S. Constitution).
History of Civilization 1B.
Geography.

SPEECH AND DRAMA

Public Speaking 1A.
Children's Literature and Story Telling.
Literary Interpretation.
Stage Craft.

COURSES OF INSTRUCTION

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199, inclusive.

Summer Session Courses are so indicated at the end of the description of the course.

ART

1. ART STRUCTURE.

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, dark and light color) are used and then possibilities exemplified in a simple way.

Two units, two one-hour periods per week.
(1929 summer session, two units.)

2. ELEMENTARY CRAFTS.

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving, using paper, reed, raffia and pine needles is emphasized.

Two or three units, two or three two-hour periods per week. (1929 summer session, two units.)

3. ART APPRECIATION.

The development of pictorial art, sculpture, and architecture from the earliest time to the present, forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of all the principles of artistic composition.

Two units, two one-hour periods per week.

4. BASKETRY.

This course includes the use of basketry materials in braided, knotted and woven work.

One or two units, one or two two-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: Charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three units, three two-hour periods per week.

102. APPLIED DESIGN.

Advanced problems in original designs suitable for industrial uses, such as block print and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses. Prerequisite: Art Structure.

Three units, three one-hour periods per week.

103. CRAFTS.

Textile decorations by use of batik, block prints, stencils and dyeing. Leather tooled projects, such as card cases, purses, book covers in simple hand-sewed construction. Prerequisite: Art Structure.

Three units, three one-hour periods per week.

104. ADVANCED FREEHAND DRAWING AND PAINTING.

First principles of figure, pose or action drawing combined with landscape perspective study, special emphasis being placed on composition of picture. Prerequisite: Art Structure.

Three units, three one-hour periods per week.

105. LETTERING AND DESIGN.

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. A short study is made of the historical development of printing types up to the time of the invention of the printing press. Prerequisite: Art Structure.

Three units, three one-hour periods per week.

106. DESIGN APPRECIATION.

A historical research of decorative design as used in textile, pottery, and jewelry, etc. An analysis of the composition and methods of printing of the same and a study of motifs used by different peoples down to and including the present types and methods of making decorative design. Prerequisite: Art Structure.

Three units, three one-hour periods per week.

190. PUBLIC SCHOOL ART.

This course is designed to aid prospective teachers in elementary instruction. It aims to develop the power of observation and appreciation of beauty in school surroundings, in pictures and in nature; second, to gain fundamental facts about form, color and design. Emphasis is

placed upon first getting the idea to express, then representing it on paper, or in constructed things. Prerequisite: Art Structure.

Two units, two one-hour periods per week. (1929 summer session, two units.)

191. ART TEACHING METHODS.

A study of presentation of lessons in observation and drawing; correlation of Art with other subjects; discussions of application to surroundings and work and an opportunity for demonstration lessons.

Prerequisite: Art Structure and Public School Art.

One unit, two one-hour periods per week.

EDUCATION AND PSYCHOLOGY

1. GENERAL PSYCHOLOGY.

This course comprises a study of the facts relating to the physical basis of mind, the nature of the mental process, and the laws governing mental actions, together with a study of the resulting behavior. The formation of correct study habits on the part of the students themselves is emphasized. Through self-observation of the ordinary mental experiences of the individual as supplementary to the material of the text and lectures, the work is supplemented in terms of the personal experience of the student, thus enabling him better to understand the fundamental principles underlying human behavior.

Three units, three one-hour periods per week.

100. INTRODUCTION TO EDUCATION.

The purpose of this course is to set before the student the opportunities and problems of the teaching profession and to help him to understand the part education plays in modern society. It is introductory to all the other courses in this department.

Two units, two one-hour periods per week.

102. HISTORY OF EDUCATION IN THE UNITED STATES.

A study of the evolution of the American Public School System, including a study of the vital forces which have shaped our current educational ideals and practices. Administration and Supervision Credential Course.

(1929 summer session, two units.)

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

Following General Psychology, this course embraces the study of the basic facts and principles of mental activity and applies them to the specific problems of teaching. The capabilities of the child as an individual are studied in the light of the general facts of psychological procedure, with special emphasis on the laws of learning and of habit formation. Pedagogical problems are given practical application through the study of the individual child under actual schoolroom conditions.

Three units, three one-hour periods per week. (1929 summer session, two units.)

111. THE GROWTH AND DEVELOPMENT OF THE CHILD.

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps. Administration and Supervision Credential Course.

Two units, two one-hour periods per week. (1929 summer session, two units.)

114. ELEMENTARY STATISTICS.

This course stresses the logic of statistics from the standpoint of elementary mathematics, and emphasizes its application to social, educational, and mental measurements. Those passing this course will find themselves to be equipped with the fundamental statistical devices commonly used in psychological and educational work. Such knowledge is essential to an intelligent reading of modern educational literature.

Three units, three one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS.

This course is taken simultaneously with practice teaching, thus providing the opportunity for practical application of principles and procedures involved under actual teaching conditions. Its main purpose is to place before the student the salient principles and fundamental processes involved in the practical use of standard tests in elementary school work. Various types of achievement tests are studied and a distinct effort is made to interpret the testing procedure according to the limitations and special problems of the small school system and to utilize it in diagnostic and remedial work. A study of the nature of intelligence tests of both group and individual types used in the placement and individual consideration of pupils forms an important part of the work. Statistical computation and representation is limited to that necessary for recording and properly interpreting results.

Three units, three one-hour periods per week. (1929 summer session, two units.)

120. PRINCIPLES OF EDUCATION.

The two main objectives in this course are first, the interpretation of life values and purposes as embodied in social relationships, history, literature, and the arts; and second, life contacts as determined by science. It embraces the meaning of experienced learning, teaching, method, and other phases of educational procedure as interpreted in terms of changing conceptions in goals in education. This course consists of the study of the important problems involved in educational publicity together with practical application of the basic principles which must be understood to secure this necessary cooperative contact in order that both the schools and the public may progress together.

Two units, two one-hour periods per week. (1929 summer session, two units.)

124. PHILOSOPHY OF EDUCATION.

This course will be a study of our educational system as one of the agencies created by the American people to perpetuate and accelerate our progressive civilization. It will trace the evolution of the more fundamental philosophies of education, and show the evolutionary process by which our modern educational ideals have been attained. Administration and Supervision Credential Course.

(1929 summer session, two units.)

131. CURRICULUM AND METHODS.

Teaching problems in some elementary school subjects: English, oral and written, spelling, reading, history, geography, and arithmetic. Observation and criticism of lessons observed in the College Elementary School.

Three units, three two-hour periods per week.

134. READING IN THE ELEMENTARY SCHOOL.

Objectives, the nature of the reading process, including perception and recognition, eye movements, vocalization, rate, comprehension, organization, retention, appreciation, reproduction. General analysis of uses of reading and the uses of the specific reading skills. Attitudes essential to success; diagnostic and remedial instruction. A modern program of reading instruction.

Two units, two one-hour periods per week.

(1929 summer session, two units.)

135. PRIMARY METHODS.

This course deals with improved methods of teaching the fundamental subjects in the primary grades and showing their application in concrete situations. Readings, reports, observation in the Demonstration School, and discussions will be required.

(1929 summer session, two units.)

137. RURAL EDUCATION.

The institutions, organizations, and conditions of rural communities throughout the United States and especially in California will be stressed. The rural school as the integrating factor in rural life will be placed in its proper perspective. The teacher as an exponent of the larger vision of the country in its economic, intellectual, and social relations to the urban communities will be specially emphasized. In the discussion of the curriculum, organization and methods of rural schools, attention will be given to the opportunity of rural teachers to assume a position of leadership in educational thought and practice in the state. Administration and Supervision Credential Course.

(1929 summer session, two units.)

139. CURRICULUM CONSTRUCTION. (The Elementary School Curriculum.)

A study of the principles involved in the construction of the curriculum of the elementary school, including the underlying educational philosophy and social background of the various subjects. Discussions of recent surveys and investigations in this field and some practical problems

in the organization of model curricula. Administration and Supervision Credential Course.

(1929 summer session, two units.)

140. SCHOOL ADMINISTRATION AND SUPERVISION.

An introductory course dealing with the main problems of supervision and administration of elementary and junior high schools. Administration and Supervision Credential Course.

(1929 summer session, two units.)

141. SCHOOL ORGANIZATION AND SUPERVISION.

This course deals with the development of supervision and with its aims as they have been stated from time to time, with special emphasis on the point of view of the present, and on the technique for their realization. School organization, outlines of subject matter, lesson plans, conferences, testing, programs both for children and teachers, teaching methods and their place in a progressive system will be carefully analyzed. The course will center about the conception of the teacher as the most important single factor of the school system and the development of the personality of the teacher as the chief concern of the supervisor. Administration and Supervision Credential Course.

(1929 summer session, two units.)

142. THE PRINCIPAL AND HIS SCHOOL. (The Work of an Elementary School Principal.)

A practical course dealing with the various phases of the administration and supervision of a modern elementary school, including the organization of the school, classification of pupils, supervision of instruction, and problems of faculty, student and community relationships. Administration Credential Course.

(1929 summer session, two units.)

148. PUBLIC EDUCATION IN CALIFORNIA. (School Law.)

A study of the structure, organization, and administration of the California school system, as given in the School Law of the State, and as interpreted by the ruling of the State Board of Education, the Attorney General, and the California courts. Intended to give to prospective teachers a conception of the historical development and the main features of the California school system.

Two units, two one-hour periods per week. (1929 summer session, two units.)

172. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular attention is given to the problem of individual differences and to the articulation of the elementary and secondary schools.

Two units, two one-hour periods per week. (1929 summer session, two units.)

180. EDUCATION FOR CITIZENSHIP. (Civic Education.)

The purpose of this course is two-fold, to define the nature and scope of citizenship in its bearing on the individual as a member of the social unit, and to provide the prospective teacher with the concepts and methods necessary to present properly the facts and principles of good citizenship to the children in the schools. Actual problems arising from the social needs of the school are taken as a basis of the work. This practical application brings each student into actual contact with the fundamental problems involved in the fact of citizenship. From the school group to the community and the state are logical steps.

Two units, two one-hour periods per week. (1929 summer session, two units.)

181. MENTAL TESTING.

This course will embrace a brief history of mental tests, together with a study of their nature, limitations and possibilities from the point of view of the teacher and supervisor. The bearing of both general mental ability and special aptitudes on school achievement and their relation to hereditary factors will be emphasized. The interpretation of the fact of individual variation in mental ability in its bearing on the work of the teacher will form the core of the course.

Two units, two one-hour periods per week.

182. ADVANCED EDUCATIONAL PSYCHOLOGY.

This course includes an intensive study, with some experimentation, of the nature of learning, including capacity to learn and the laws of the learning process. The work will also emphasize the training of children who vary from the normal in mental ability.

Prerequisites: General Psychology and Introductory Educational Psychology.

Three units, three hours per week.

190. ARITHMETIC METHODS 1A.

General principles of the teaching of arithmetic based upon experimental investigations form the basis of this course. Special aspects of the state text receive special comment and are given a psychological interpretation.

One unit, one one-hour period per week.

191. LIBRARY TRAINING.

Instruction, classroom discussion, and problems in (1) the use of libraries; (2) the organization of libraries and the various technical processes of library work, with special emphasis on school libraries.

One unit, one one-hour period per week.

192. PRACTICE TEACHING.

Efficiency in teaching can only be attained through the right kind of practice. This requires concentration on the problems involving the child taught rather than upon the subject matter as an end in itself. It involves the necessity of working under school conditions as they are. This course aims to provide the practical opportunities necessary to

interpret the material of instruction in terms of the individual needs of the pupil under trained supervision.

Ten units, five half days per week for one semester.

ENGLISH

ENGLISH A.

English A is a review of English fundamentals—grammar, diction, spelling, punctuation, sentence structure—with some theme organization. This course is required of all students who do not pass the Subject A examinations. Three one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION.

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three units, three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION.

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A. Three units, three one-hour periods per week.

(1929 summer session, three units.)

30. RECREATIONAL READING 1A.

The purpose of this course is to introduce the student pleasurably to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

One unit, two one-hour periods per week.

31. RECREATIONAL READING 1B.

The purpose of this course is to introduce the student pleasurably to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly non-fiction. Prerequisite: Recreational Reading 1A.

One unit, two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three units, three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three units, three one-hour periods per week.

100. NEWS WRITING.

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements. Students will also be given instruction designed to help them in supervising junior high school or high school newspapers.

Three units, three one-hour periods per week.

106. VERSE FORMS.

The fundamentals of meter are studied in connection with the relation of meter to rhythm. Verse form is analyzed, and the history of the various forms considered. Of major interest is the relation of form to content. Although content is considered only in so far as it relates to form, opportunity is given to extend the acquaintance with verse of the present and of the past. Experiments having as their purpose the recognition of the value and nature of form offer opportunity for writing original verse.

Three units, three one-hour periods per week.

114A. SURVEY OF ENGLISH DRAMA TO 1642.

This course gives an outline of the English drama from its beginning to 1642, the closing of the theatres. Representative plays of each period are read; the development of the theatre is studied; and the historical development of the drama as a literary form is traced. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

(1929 summer session, three units.)

114B. SURVEY OF ENGLISH DRAMA FROM 1642 TO PRESENT TIME.

This course outlines the important developments in the drama from the closing of the theatres to the present time. Conditions affecting the theatre are studied. The contemporary drama is included in the survey. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

115. THE ENGLISH LANGUAGE.

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three units, three one-hour periods per week.

117. SHAKESPEARE.

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

125C. THE ENGLISH NOVEL TO 1832.

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a

consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisites: English 56A and 56B.

Three units, three one-hour periods per week.

125D. THE ENGLISH NOVEL: 1832 TO PRESENT TIME.

The survey covers the English novel from the death of Scott to the present time. While emphasis is given to the great Victorians, the contemporary novel of England and America is considered. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

151. CHAUCER.

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660.

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan period will be studied. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1832 TO 1900.

The course covers the prose and poetry of the Victorian period by means of reading and reports following a syllabus. Prerequisite: English 56A and 56B.

Three units, three one-hour periods per week.

HOME ECONOMICS

1. CLOTHING SELECTION.

A study of the adaptation of design to human figure, and the adaptation of color to the skin. A study of the essentials of being well dressed; hat and accessory selection; hygiene of clothing. It deals with the wearing qualities and other values of textile fibres and of common fabrics; also weekly care of clothing, repair of clothing, and removal of stains; of equal interest to both men and women.

One unit, one one-hour course per week.

2. CLOTHING I.

A study of the essentials in garment fitting; learning to cut any type of neck line; learning to design and fit any type of collar to this neck line; making of plackets, set-in pockets, sleeves, constructing slip, gown or bungalow apron, making simple dress, constructing more difficult dress. To be taken as a one-unit course or as a two-unit course in connection with Clothing Selection or with Clothing Selection as a prerequisite.

Three-unit course, three two-hour periods per week.

3. CLOTHING II.

General consideration of the economic problems in clothing production; some work in costume designing; practice in the making of wool and silk garments and children's dresses. The aim is greater independence, originality, and skill in handling different materials. Prerequisite: Clothing I.

Three units, three two-hour periods per week.

4. COSTUME DESIGN.

A study of line, color and textiles in relation to costume for different types, occasions, and seasons.

Two units, two one-hour periods per week.

5. MILLINERY.

A course dealing with the selection of the ready-made hat, the making of simple buckram and wire frames, the choice of materials, and making of different types of hats and ornaments; also the renovation of old hats will be offered.

Two units, two two-hour periods per week.

6. FOODS AND HOME-MAKING.

This is a brief study of the food needs of the body and of food composition. A study of home equipment, and a systematic study of the daily and weekly routine, routing, and arrangement of the home. A study of meal costs as related to income, comparative costs of meals and menus; bulk or small quantity buying, seasonal cooking, the emergency shelf, conveniences, cleaning methods, and house furnishing.

Two units, two one-hour periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS. (For men and women.)

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two units, two one-hour periods per week. (1929 summer session, two units.)

190. HOME ECONOMIC EDUCATION.

A study of the content of sewing and food courses. It includes the making of models for the various grades. A study of standards of teaching; standards for the laboratory, for the equipment selection, for lighting, for sanitation and space. Prerequisite: High School sewing or Clothing I and Foods and Home-making, or Elementary Nutrition and Dietetics.

One unit, one-hour period per week.

INDUSTRIAL ARTS

1. ELEMENTARY WOODWORK.

The purpose of this course in elementary woodworking is to offer an opportunity for practice in the beginning principles of construction in wood. An effort is made to familiarize the individual with the common

tools and practices in the work through the construction of several pieces adapted to the ability of the student.

Two or three units, two or three three-hour periods per week.

5. POTTERY.

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for handwork.

All of the processes are taken up from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three units, two or three three-hour periods per week.

(1929 summer session, two units.)

7. MECHANICAL DRAWING.

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two units, two two-hour periods per week.

8. ART FIBRE FURNITURE WEAVING.

Art fibre furniture weaving is offered for those who are interested in the fascinating art of weaving wicker furniture. Both reed and art fibre are used in the construction of many interesting pieces. Lacquering and finishing are also studied in the practical application of the materials on the pieces.

Three units, three three-hour periods per week.

10. HOUSE PLANNING AND PERSPECTIVE DRAWING.

Students who are interested in a home or a school will find this course very valuable. It is given with the hope of aiding in the betterment of American homes, or "The Home Beautiful."

The house is studied from the point of view of convenience, service, beauty, and cost of construction. Grounds are planned and laid out and houses located. The demands of good school buildings of an elementary type are studied.

Three units, three one-hour periods per week.

12. METAL ARTS.

Metal arts is quite often classified under "Hammered Copper Work and Jewelry," and is a course in which the student's ability will govern whether the course is to be elementary or advanced. Making of bowls, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Two units, two three-hour periods per week.

(1929 summer session, two units.)

15. TOY CRAFT.

This course covers the field of simple toys for children. Students construct samples of the various types.

Three units, three three-hour periods per week.

101. ADVANCED WOODWORK.

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three units, three three-hour periods per week.

102. JEWELRY.

This is a continuation course to be taken after the student has had the course in Metal Arts. It will deal with advanced problems in metal work, teaching methods, equipments, costs, and problems of a like nature.

Three units, three three-hour periods per week.

103. THE ART OF HOUSE DESIGN.

This is a continuation course following the one given in House Planning and should not be taken until the other one has been completed. In the work given here the student will put into practice much of the training given in the other course which could only be touched upon at that time. Houses will be designed, estimates figured, contracts and labor problems taken up, and construction problems discussed.

Three units, three two-hour periods per week.

105. COMMERCIAL POTTERY PRODUCTION.

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gained in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three units, three three-hour periods per week.

190. SPECIAL METHODS IN MANUAL TRAINING.

This course is planned for seniors who find that they are in need of training to teach shop work. Often a teacher is called upon to teach shop work in connection with some of the regular subjects. This course is planned to fit the need of students under such conditions. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two units, two two-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY.**

Subject matter: Elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two units, two one-hour periods per week.

D. INTERMEDIATE ALGEBRA.

Subject matter: Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two units, two one-hour periods per week.

MATHEMATICS 3 and 4. Introductory note.

A knowledge of calculus (and its prerequisites) enables the student to solve problems concerning variable quantities; precisely as a knowledge of arithmetic or algebra enables him to solve questions concerning constant quantities. Students intending to take up scientific courses should note that calculus is necessary for the solution of many problems which arise in physics and engineering.

3A. COORDINATE GEOMETRY.

Subject matter: A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three units, three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.

Subject matter: A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three units, three one-hour periods per week.

4A. INTEGRAL CALCULUS.

Subject matter: A review of differential calculus and study of integral calculus. Prerequisite: Differential calculus.

Three units, three one-hour periods per week.

4B. INTEGRAL CALCULUS (Continued).

Subject matter: Space coordinate geometry, calculus of three variables, infinite series, introduction to differential equations and applications of integral calculus to problems in geometry, physics, and engineering. Prerequisite: Mathematics 4A.

Three units, three one-hour periods per week.

MODERN LANGUAGES**French****FRENCH A.**

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods. The textbook used is De Sauze's *Cours Pratique de Français*.

Five units, five one-hour periods per week.

FRENCH B.

Elementary French. This is a continuation of French A. but more amplified. English is practically eliminated beginning with this course. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the students to think in French. Texts used, *Short French Plays*, Carnahan's *Short Review of French Grammar*. Prerequisite: Course A, or two years of high school French.

Five units, five one-hour periods per week.

FRENCH C.

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. The work is based upon Briscoe and Dickman, *Francaise Pratique*, Anatole France, *Le Livre de Mon Ami*. Prerequisite: Course B, or three years of high school French.

Three units, three one-hour periods per week.

FRENCH D.

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Texts used: *Pierre Loti*, *Pêcheur d'Islande*; *Labiche*, *La Poudre aux Yeux*. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three units, three one-hour periods per week.

101. SURVEY OF FRENCH LITERATURE.

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as Corneille, Racine and Moliere, of the 17th century period; to Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, of the Romantic period, and to modern writers as Daudet, Brieux, *Pierre Loti* and others.

Three units, three one-hour periods per week.

102. SURVEY OF FRENCH LITERATURE.

A continuation of the study of French literature, giving particular attention to drama.

Three units, three one-hour periods per week.

German**GERMAN A.**

Elementary German. This is a course for beginners. It is offered to meet the renewed interest in German and also for students who wish to pursue graduate or university studies. The direct method will be used throughout the course, combined with easy, interesting "Lesestücke."

Five units, five one-hour periods per week.

GERMAN B.

Elementary German. This is a continuation of German A. It is intended to give the student ability to speak, read and write easy German, especially scientific German. Prerequisite: Course A or two years of high school German.

Five units, five one-hour periods per week.

GERMAN C.

Intermediate German. Course consists of reading of selected texts such as Immensee and Gernelshausen, and grammar and composition. Prerequisite: German B or three years high school German.

Three units, three one-hour periods per week.

GERMAN D.

Intermediate German. A continuation of course C. Selections from prose and poetry including one of Schiller's dramas; grammar and composition. Course largely conducted in German. Furnishes preparation for upper division courses. Prerequisite: German C.

Three units, three one-hour periods per week.

Spanish**SPANISH A.**

Elementary Spanish. This is a beginner's course. The same methods are followed in the teaching of Spanish as are practiced in the teaching of French. A scientific demonstration of Spanish vocal sounds is made. The Castilian pronunciation is taught. Elements of grammar and easy composition, together with gradual conversation. Text used: Hill and Ford's Spanish Grammar.

Five units, five one-hour periods per week.

SPANISH B.

Elementary Spanish. This course is a continuation of Spanish A, and is made conversational as much as possible. Texts used: Hill and Ford, Spanish Grammar, and Spanish Grammar by Espinosa. Prerequisite: Course A, or two years of high school Spanish.

Five units, five one-hour periods per week.

SPANISH C.

Intermediate course. This is a combination of composition and conversation aiming at acquiring idiomatic Spanish. Texts used: Umphrey's Spanish Prose and Composition; Selection from Gil Blas. Sight reading without translation. Prerequisite: Courses A and B, or three years of high school Spanish.

Three units, three one-hour periods per week.

SPANISH D.

Intermediate course. This is an entirely conversational course. Texts from modern writers are used, and the student is taught to put the content of paragraphs into his own Spanish. Texts are selected according to the desire of the class. Prerequisite: Spanish A, B, and C, or their equivalent of high school Spanish.

Three units, three one-hour periods per week.

101. A GENERAL SURVEY OF SPANISH LITERATURE.

Reading from writers of El Siglo de Oro, such as Lope de Vega, Tirso de Molina, Calderon de la Barca, and Cervantes. It will be followed by a study of writers of the Romantic and Modern periods such as Fernan Caballero, Perez Galdos, Espronceda, Juan Valera and others. Spanish D a prerequisite.

Three units, three one-hour periods per week.

102. A GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE.

This course will introduce a large number of modern writers of the American continent, such as Ruben Dario, Sor Juana de la Cruz, Amado Nervo, Juana de Ibarbourou, Diaz Miron and others.

Three units, three one-hour periods per week.

MUSIC**1A. INTRODUCTORY SIGHT SINGING.**

Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music for all students failing to make an average score in the ear test.

One unit, three one-hour periods per week.

1B. INTERMEDIATE SIGHT SINGING.

Study of the aural and visual elements of music; terminology; key structure, etc. Practice in reading melodies and part songs at sight. Prerequisite to Public School Music for all students passing ear test. Test: Progressive Series Books I and II, and Twice 55 Community Songs.

One unit, three one-hour periods per week.

(1929 summer session, one unit.)

1C. ADVANCED SIGHT SINGING.

Practice in reading part-song material. Open to advanced students or those showing greatest proficiency in Sight Singing 1B. Texts: Progressive Book III, Junior Music, Laurel S. A. B., and Octavo.

One unit, three one-hour periods per week.

2. EAR TRAINING AND MUSIC WRITING (Dictation).

Exercise in aural analysis and writing from dictation, melodies, intervals and simple four part harmonic progressions. Copying and transposing melodies, part songs and piano accompaniments. Making mimeograph stencils.

Two units, two one-hour periods per week.

3A. MUSIC HISTORY 1A.

History of musical development from primitive times to the eighteenth century.

Three units, three one-hour periods per week.

3B. MUSIC HISTORY 1B.

History of musical development from Classical to Modern era. History of American music.

Three units, three one-hour periods per week.

4A. ELEMENTARY HARMONY.

Dictation and study of scale structure, intervals, chord structure and harmonization of melodies. Extensive ear training and keyboard work in the presentation of all the work to make the course as practical as possible. Common chords and inversions, major and minor intervals, and chords in close and open position. Prerequisite: Some knowledge of piano and sight singing.

Three units, three one-hour periods per week.

4B. INTERMEDIATE HARMONY.

More difficult harmonizations, by tones, analysis and keyboard practice in four-part harmonies. Dictation and extensive ear training with all the work. Passing tones, cadences, secondary harmonies. Prerequisite: Elementary harmony.

Three units, three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE.

Part songs for women's voices. This course affords opportunity for the study of three and four-part choral compositions, voice development, interpretation, building repertoire and public appearance as a group. Try-outs are held by the director for applicants.

One unit, three one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE.

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

One unit, three one-hour periods per week.

10A, B, C. ORCHESTRA.

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation

and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

One unit, three one-hour periods per week.

13. MUSIC APPRECIATION.

A fundamental course in music understanding embracing a study of the elements of music, development of means of expression, and outstanding contributions of each of the great epochs in music history.

Three units, three one-hour periods per week.

(1929 summer session, two units.)

101. ADVANCED HARMONY.

Chromatic harmonies, modulations, more advanced harmonizations. Prerequisite: Intermediate harmony.

Three units, three one-hour periods per week.

109. CHORAL ENSEMBLE AND CONDUCTING.

Study of song material suitable for Junior and Senior High School choruses, interpretation and baton technique.

Three units, three one-hour periods per week.

190. PUBLIC SCHOOL MUSIC.

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two units, two one-hour periods per week.

(1929 summer session, two units.)

191. EAR TRAINING METHODS.

Study of the problem of tone-deficiency and devices for its cure.

One unit, three one-hour periods per week.

192. MUSIC APPRECIATION METHODS.

Organization materials and procedure for teaching music appreciation in the elementary schools.

Three units, three one-hour periods per week.

PHILOSOPHY

LOGIC 1A.

This course is confined to deductive logic with special attention to the tradition syllogism and the formal fallacies. It appeals to those who appreciate logical proof in argument, having the same relation to logical proof that grammar has to rhetoric.

Three units, three one-hour periods per week.

LOGIC 1B.

Inductive logic with special reference to scientific methods, material fallacies, statistics and the nature of causality forms the basis for this course. It includes an analysis of the scientific methods employed by

those who are struggling on the frontiers of human knowledge. It is a logic of discovery and appeals to those who are scientific in aptitude.

Three units, three one-hour periods per week.

PHYSICAL EDUCATION

2. HYGIENE.

This course deals with physical and mental well being, and includes the hygiene of nutrition, action, and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading, recitation, and individual health conferences. Community health is also emphasized in an effort to develop the proper attitude toward public health problems.

Two units, two one-hour periods per week.

PHYSICAL ACTIVITIES.

Two hours of participation in Physical Activities is required of all students each semester.

50A-D. PHYSICAL ACTIVITIES FOR MEN.

Activity courses open to men will be offered in combinations of the following activities: Baseball, basket ball, football, boxing, volley ball, speedball, soccer, track and field, handball and gymnastics.

One-half unit, two one-hour periods per week.

52A-52B. PHYSICAL ACTIVITIES FOR FRESHMAN. (Women.)

Participation in individual and team games, rhythmic and formal activities. In addition to the regular class work, students will be required to take part in intramural competition. Before receiving credit for this course, students will be required to meet a certain standard of proficiency as determined by physical efficiency tests, and demonstrate in addition their knowledge of the content and rules of the activities.

One-half unit, two one-hour periods per week.

52C-D. PHYSICAL ACTIVITIES FOR WOMEN (ADVANCED).

Activity courses open to women who have completed the required Freshman course will be offered in combinations of the following activities: Games of low organization, folk dancing and clogging, archery, gymnastics, field hockey, volley ball, speedball, soccer, baseball and basket ball.

One-half unit, two one-hour periods per week.

54A-D. RESTRICTED ACTIVITIES.

Limited individual exercise for students who are excused from the regular activity courses. The nature of the individual work offered will be governed in each case by the recommendation of the college physician.

One-half unit, two one-hour periods per week.

61A-61B. NATURAL DANCING.

This course deals with the response to music as an expression of the individual's own thought. It is based on the fundamental movements of locomotion, as skipping, running, hopping, sliding, and leaping.

One-half unit, two one-hour periods per week.

62A-D. ATHLETICS (For Men).

Participation in seasonal sports.

Fall semester—Football and basket ball.

Spring semester—Basket ball, baseball and track and field.

One-half unit, three one-hour periods per week.

63A-D. ATHLETICS (For Women).

This course provides opportunity for participation in seasonal sports for women.

Fall semester—Hockey and basket ball.

Spring semester—Volley ball, baseball, track and field.

One-half unit, three one-hour periods per week.

64A-B. TENNIS (Beginning, Men and Women).

Practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles.

One-half unit, two one-hour periods per week.

(1929 summer session, two units.)

64C-D. TENNIS (Advanced).

Practice in advanced tennis tactics, and participation in tournaments which are held as a regular part of the class work.

One-half unit, two one-hour periods per week.

101A-D. PHYSICAL ACTIVITIES FOR MEN.

Two hours of activity per week during the Junior and Senior years.
A continuation of course 50A-D.

One-half unit, two one-hour periods per week.

102A-D. PHYSICAL ACTIVITIES FOR WOMEN.

Two hours of activity per week during the Junior and Senior years.
A continuation of course 52A-D.

One-half unit, two one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD.

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and the indices of normal growth. Special consideration is given to the effects of heredity, disease and defect upon growth and development.

Three units, three one-hour periods per week.

151. KINESIOLOGY (APPLIED ANATOMY).

The study of anatomy with special emphasis on the anatomy of muscles and joints, and its application to the movements involved in exercises and sports.

Three units, three one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION.

This course attempts to formulate aims and objectives in physical education, on the basis of scientific fact and educational ideals.

Three units, three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION.

Examination of the aims and administration of all the agencies engaged in the promotion of community recreation, with particular emphasis on the study of public playgrounds, social centers, and recreation camps.

Two units, two one-hour periods per week.

190. METHODS IN PLAYS AND GAMES.

Participation in and conduct of simple games, dances, stunts, and physical activities suitable for children in the elementary school.

One-half unit, two one-hour periods per week.
(1929 summer session, one unit.)

191. METHODS IN FIRST AID AND ATHLETIC CONDITIONING.

The first aid treatment of the accidents and injuries which occur most frequently in athletics, together with a study of the methods of training and conditioning in athletics.

One unit, two one-hour periods per week.

192A. METHODS IN COACHING (MEN).

Football and basketball. The theory of coaching football and basketball. A study of the various systems of individual and team offense and defense. Two days a week devoted to theory, and one day to practice in coaching and officiating.

One unit, three one-hour periods per week.

192B. METHODS IN COACHING (MEN).

Baseball and track and field. Theory and practice in batting, bunting, pitching, and infield and outfield play, and methods of coaching sprinting, distance running, and field events.

One unit, three one-hour periods per week.

193A. METHODS IN COACHING (WOMEN).

Hockey and basketball. The technique and coaching of field hockey and girls' basket ball. Two hours of theory and one hour of practice in coaching per week.

One unit, three one-hour periods per week.

193B. METHODS IN COACHING (WOMEN).

Baseball, volley ball, and track and field sports. The technique and coaching of girls' baseball, volley ball, and track and field sports.

One unit, three one-hour periods per week.

194. METHODS IN MAJOR SPORTS IN THE ELEMENTARY SCHOOL.

This course is designed to meet the needs of those who are called upon to organize and direct such sports as touch football, basket ball, speedball, and decathlon events in the elementary school.

(1929 summer session, two units.)

195. METHODS IN HEALTH EDUCATION.

An analysis of the habits, attitudes, and information essential for health, and the part that each school subject in the elementary school can

contribute to a health program. Practical work in the carrying out of health projects is required.

Two units, two one-hour periods per week.

196. METHODS IN CORRECTIVE PHYSICAL EDUCATION.

A study of the place of individual gymnastics in physical education, and the conditions for which it is advisable. The student is given an opportunity to become thoroughly familiar with the remedial exercises that are of value in correcting defective posture.

Two units, two one-hour periods per week.

199. THE ORGANIZATION OF PHYSICAL EDUCATION.

The planning of a physical education program for the elementary school, the leadership of children in their play activities, their classification for play purposes, and the planning of play space and equipment are discussed and demonstrated in this course. Practical work in organizing and conducting physical activities is required of each student.

Two units, two one-hour periods per week.

(1929 summer session, two units.)

198. PRACTICE TEACHING IN PHYSICAL EDUCATION.

Directed teaching of physical education in the Elementary and Junior High School. Prerequisite: At least six semester units in general practice teaching.

Four units, ten one-hour periods per week.

SCIENCE, BIOLOGICAL AND PHYSICAL

Agriculture

1. ELEMENTARY AGRICULTURE.

A study of general agricultural problems which students will meet in teaching in rural communities.

Three units, three one-hour periods per week.

Astronomy

1. ELEMENTS OF ASTRONOMY.

This course gives a general survey of the general facts and principles of the solar system and the stars and other heavenly bodies. The more important stars and constellations are learned.

Three units, three one-hour periods per week, with frequent sessions in the evenings.

Botany

2A. GENERAL BOTANY.

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Three units, two one-hour periods and one three-hour period per week.

2B. GENERAL BOTANY.

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Three units, two one-hour periods and one three-hour period per week.

4. CLASSIFICATION OF FLOWERING PLANTS.

This course includes a review of the fundamentals of plant life, elementary principles of plant classification and practice in determining classification by means of a manual.

Two units, one three-hour laboratory period and one field trip per week. (1929 summer session, three units.)

104A. FOREST BOTANY.

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms.

Three units, two one-hour periods per week and laboratory periods.

Chemistry**1A. GENERAL INORGANIC CHEMISTRY.**

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued).

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Five units, three one-hour lecture periods and two three-hour laboratory periods per week.

Geology**1A. GENERAL GEOLOGY.**

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three units, three one-hour periods per week, with frequent field trips by arrangement.

(1929 summer session, three units.)

1B. HISTORICAL GEOLOGY.

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three units, three one-hour periods per week. A few field trips and some laboratory work by arrangement.

2. ELEMENTARY PHYSIOGRAPHY.

A study of the surface features of the earth and the geologic processes that have affected their development. The principles of topography and climate.

Three units, three one-hour periods per week, with field work.

Nature Study

190. NATURE STUDY.

The primary objective of this course is to develop teachers of nature study. As one of the first steps is appreciation of nature and to know something of the various aspects of nature, a part of this course is given to making a first-hand acquaintance with the stars, the flowers, the birds, the trees, and the sea. The animals found in the diverse habitat near the college will be studied. The practical, successful methods of teaching nature study to children in the grades will be taken up. Correlation with other subjects will be emphasized. An opportunity will be given to develop individual initiative in the methods of teaching nature study and in testing these methods in actual practice.

Three units, two one-hour periods and one three-hour laboratory per week.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS.

Prerequisite: High school trigonometry; high school chemistry or physics recommended.

Three units, two one-hour lectures and one three-hour laboratory (or office) period per week.

1B. HEAT AND THE PROPERTIES OF MATTER.

Prerequisite: High school chemistry, high school physics, or physics 1A.

Three units, two one-hour lecture periods, and one three-hour laboratory (or office) period per week.

1C-1D. GENERAL PHYSICS.

Magnetism, electricity, wave motion, sound and light presented as a continuation of 1A-1B. Prerequisite: Physics 1A and 1B.

Three units each semester, two one-hour lecture periods, and one three-hour laboratory period per week.

10. THE MODERN VIEW OF THE PHYSICAL WORLD.

The development of human thought and experimental observation which have led to the modern view of the physical world.

Three units, three one-hour periods per week and one two-hour laboratory period per week.

Physiology

1. HUMAN PHYSIOLOGY.

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Zoology

1A. GENERAL ZOOLOGY.

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the

structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Four units, two one-hour lecture and discussion periods, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY.

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Four units, two one-hour lecture and discussion periods, and two three-hour laboratory periods.

10. GENERAL BIOLOGY.

An outline of the main events and principles of animal biology with special reference to evolution, heredity, eugenics, and the bearing of biology upon human life. Lectures with assigned reading and reports, demonstrations and field trips.

Three units, two one-hour lectures, and one two-hour laboratory period per week.

112. INVERTEBRATE ZOOLOGY.

Structure, classification, development and phylogeny of the invertebrates with special references to the local fauna, both marine and fresh water. Lectures, special problems, laboratory and field work.

Four units, two lectures and two three-hour laboratory periods or field trips.

113. GENERAL VERTEBRATE ZOOLOGY.

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics.

Four units, two lectures, and two three-hour laboratory periods or field trips.

(1929 summer session, three units.)

114. HEREDITY AND EVOLUTION.

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution.

Three units, three one-hour periods per week.

115. EUGENICS.

A study through discussion and assigned reading of race problems, immigration, growth of population and the eugenic movement.

Three units, three one-hour periods per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS.**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. I, with supplementary readings from other authors.

Three units, three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS.

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. II, with supplementary readings from other authors. Prerequisite: Economics 1A. Note: Economics 1A, 1B, are prerequisites to all advanced work in Economics.

Three units, three one-hour periods per week.

11. ECONOMIC HISTORY OF THE UNITED STATES.

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors. (Economics 1A is recommended as a preliminary background for this course.)

Three units, three one-hour periods per week.

130. FINANCIAL ORGANIZATION OF SOCIETY. (Money and Banking).

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i. e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more extensive examination of the problems of business cycles, government regulation and foreign trade financing.

123. MARKETING.

The principles of marketing, the organization of the market; functions of middlemen; channels of distribution. Prerequisite: Economics 1A and 1B.

Three units, three one-hour periods per week.

Textbook used: Mountain, H. G., Financial Organization, with supplementary readings from other authors.

Three units, three one-hour periods per week.

135. THE INVESTMENT FIELD AND CRITERIA OF INVESTMENT.

This course is designed to examine the various opportunities offered for investment, such as industrial stock and bonds, building and loan securities, public utility securities, insurance, etc., and also to attempt an analysis of financial statements and other data for the purpose of arriving at intelligent conclusions regarding sound financing and sound investment. Especial emphasis will be give to problems of the small investor.

Three units, three one-hour periods per week.

136. GOVERNMENT FINANCE.

A survey course dealing with the financial principles and practices of modern governments. It includes problems of: The increase in government expenditures, the classification of expenditures, their economic effects, and methods used to control them; the fundamental principles of taxation, theories of justice in taxation, the economic effects of taxation, and the methods and problems of income, property, inheritance, and commodity taxation; the flotation, management, conversion, and redemption of government debt; budget-making principles and practices.

Three units, three one-hour periods per week.

150. LABOR CONDITIONS AND PROBLEMS.

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three units, three one-hour periods per week.

160. AGRICULTURAL ECONOMICS.

This course offers a study of the main problems involved in the production and distribution of agricultural products, i. e., the relation of agriculture to other industries, land tenure and land utilization, agricultural credit, the marketing of farm products, the problems of risk, the nature and demand for farm products, price movements and the social organization and control of agriculture.

Three units, three one-hour periods per week.

180. SOCIAL AND ECONOMIC STANDARDS OF LIVING.

An analysis of the way people actually live and of the way they want to live, of the origin and effects of their desires and the possible modifications of their standards of living in behalf of more satisfying consumption and social progress. Especial attention given to the emulative and conventional character of human wants, to the progressive elaboration of the customary forms of consumption, to the relation between the standard

of living and the rate of increase of population and the determination of a form of economic reform and protective legislation.

Three units, three one-hour periods per week.

185. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three units, three one-hour periods per week.

Geography

1. ELEMENTS OF GEOGRAPHY.

This is a general course which approaches the subject of geography from the standpoint of the earth as the home of man. Human relationship as the outcome of the development of society, as the direct product of geographical conditions and limitations are studied in the light of the environmental forces which are fundamental in the direction of social forces. The basic elements of physical, political and industrial geography are emphasized in their relationship to each other and interpreted in terms of child development. It is a course designed especially to introduce the prospective teacher to the methods and procedures necessary to put the human touch to the teaching of geography to children.

Three units, three one-hour periods per week.

(1929 summer session, two units.)

3. ELEMENTS OF METEOROLOGY.

This course is a review of elementary principles of atmospheric physics; a study of climatic changes as affected by latitude, topography, oceanic circulation, solar variation, etc. Special emphasis will be given to the weather and climates of California.

History

1. HISTORY OF CIVILIZATION 1A.

A course designed to bring the student in touch with the fundamental bases and historical backgrounds of contemporary life. It traces the origins of civilization in the life of the Egyptians and other Oriental peoples and their development among the Greeks and Romans.

Three units, three one-hour periods per week.

2. HISTORY OF CIVILIZATION 1B.

A continuation of course 1A dealing with a study of the life and institutions of the Middle Ages and the social and economic movements and forces in modern Europe and America, with special emphasis upon the problems of present day civilization.

Three units, three one-hour periods per week.

(1929 summer session, three units.)

4A. EUROPEAN HISTORY.

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the industrial revolution, and the French Revolution.

Three units, three one-hour periods per week.

4B. EUROPEAN HISTORY.

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three units, three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three units, three one-hour periods per week.

8B. HISTORY OF THE AMERICAS.

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three units, three one-hour periods per week.

116. PACIFIC SLOPE HISTORY.

This course begins with the development of the Spanish colonial system, and includes a survey of Spanish Control of New Spain, and up the Pacific Slope of North America, the occupation and development of Alta California and the Oregon territory, the international struggle for the control of the Pacific, California under Mexico, the beginning of the Commonwealth of California and its development as a state of the Union up to the present time.

Three units, three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION.

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative ideals in the control of backward peoples.

Three units each semester, three one-hour periods per week.
(1929 summer session, three units.)

181A-181B. THE HISTORY OF THE WEST.

Territorial growth of the United States, the diplomacy and politics of expansion, the settlement and development of the West, and the influence of expansion upon American institutions and upon international affairs

at each stage of advance. The emphasis will be upon the trans-Mississippi West.

Three units each semester, three one-hour periods per week.

189. HISTORY OF CALIFORNIA.

Prerequisite: An upper division year course in some field of American history.

Three units, three one-hour periods per week.

Political Science

1A. COMPARATIVE GOVERNMENT.

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three units, three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three units, three one-hour periods per week.

111. THE THEORY OF THE STATE.

A study of the evolution of the modern state, of its powers, functions and duties and of the reasons for its increasing influence in human affairs by direct participation, prohibition, promotion, or regulation of private life and private enterprise. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT.

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States constitution established by the legislature of California.

Upper division course, three units, three one-hour periods per week.
(1929 summer session, two units.)

152. POLITICAL PARTIES IN THE UNITED STATES.

A study of the organization and methods of action of political parties in the United States with some attention to the systems of other countries. Analysis of forces constituting parties; primary and convention systems; permanent party organization and its working; function of the party system in democracy; and the formation of intelligent public opinion upon present day controversy issues. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

170. STATE GOVERNMENT.

A course including an intensive study of the constitutional development and existing political institutions of the American states with especial attention to the government of the State of California. Also an analysis of the relationship between the state governments and the federal government and of the field of action which is proper to each. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

180. INTERNATIONAL RELATIONS OF THE UNITED STATES.

A study of American diplomacy including the Monroe Doctrine, freedom of the seas, the "open door," and of the recent policy of the United States, as a world power, toward international arbitration and disarmament, imperialism, and international organization as represented by the League of Nations and the Permanent Court of International Justice. Especial attention will be given to study of the relations of the United States with the Far East, and to the means for promoting international friendship. Prerequisite: Political Science 1A and 1B.

Three units, three one-hour periods per week.

Sociology**2A. GENERAL SOCIOLOGY.**

An introductory course designed to give the student orientation in the social sciences and a working system of thought about society. Classification of social phenomena and analysis of the fundamental factors at work in a social situation; evolution, structure, functions and problems of social institutions; application of sociological concepts to problems such as population, immigration, race, the city problem, etc.; social ideas and social control.

Three units, three one-hour periods per week.

2B. RURAL SOCIOLOGY.

A study of conditions of rural life and constructive organization for improvement; application of sociological concepts to problems of rural education; organization of county communities, economic interests, rural leadership; the value and method of social surveys.

SPEECH AND DRAMA**1A. PUBLIC SPEAKING 1A.**

This is an introductory study of the fundamentals of speech. It is essentially a practice course for the purpose of developing in the student the ability to appear before an audience and express himself in a pleasing

and convincing manner. There is a minimum of theory and a maximum of actual practice in speech-making. Many brief, original talks are made on topics of the day. Public Speaking 1A is a prerequisite for all other speech courses. The class is open to all students who have completed English 1A.

Three units, three one-hour periods per week. (1929 summer session, two units.)

1B. PUBLIC SPEAKING 1B.

This course is a continuation of 1A, and is also a practice course where "we learn to do by doing." A more thorough study is made of the purposes of speeches and of the specific demands of an audience upon the speaker. Our aim is to develop both skill in organizing ideas, and skill in the technique of delivery. The class is open to students who have completed 1A.

Three units, three one-hour periods per week.

2A. FUNDAMENTALS OF EXPRESSION.

The purpose of this course is three-fold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, and use of action and business, general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature. Open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.
(1929 summer session, two units.)

25A. DRAMATIC ACTIVITIES.

Students may obtain special training and practice in dramatics by taking part in plays. Frequently, play casts are chosen from the college student body to prepare and present plays for assembly and public presentation. On statement of the instructor that fifty-four hours of satisfactory work have been completed, one unit of credit will be granted.

25B. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in a different phase of play production, a second unit of credit will be granted.

25C. DRAMATIC ACTIVITIES.

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in still a different phase of play production, a third unit of credit will be granted.

111. PLATFORM READING.

A study of short stories, plays and novels suitable for oral reading purposes. Analysis, cutting and arrangement of scenes for platform reading, study of characters, and preparation for public presentation will be included. Prerequisite: Fundamentals of expression.

Three units, three one-hour periods per week.

121. THEATER WORKSHOP. (STAGE CRAFT.)

A course in the elements of stage design, including practical work on local productions in the construction of sets and special properties, and in stage lighting.

Two units, one two-hour period, and one four-hour laboratory period per week.

(1929 summer session, two units.)

155. PLAY PRODUCTION AND ACTING.

Here we have a practical laboratory course calculated to prepare students to direct dramatic activities in schools and communities. By the use of mimeographed copies of a number of selected plays, much actual work is done in blocking out and directing plays for presentation. Each student also takes part in one or more plays. Scenery, lighting, costuming and make-up are studied as they are needed in producing the plays. The organization and duties of the producing staff are learned. The class is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week.

160. CHILDREN'S DRAMATICS.

The first aim in giving a children's program should be the greatest possible development of the children participating, both in preparation and presentation. Entertainment for an audience is a secondary aim or one that can best be accomplished by putting the emphasis upon the growth of the child. In this course we should establish a point of view, learn to select and prepare suitable material, and gain some experience in presenting the material to children. The work will include the dramatization of stories and directing children's plays.

Three units, three one-hour periods per week.

190. THE TEACHING OF SPEECH.

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: A comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature, Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for

oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one or more advanced speech courses.

Two units, two one-hour periods per week.

191. CHILDREN'S LITERATURE AND STORY TELLING.

The basic consideration in this course is in terms of the needs and the interests of the child. We read widely from Children's Literature and endeavor to develop some standards of judgment in the selection of stories for children of various ages. The technique of story telling and of dramatization is studied and actual practice is gained through telling stories and dramatizing them with the children in the training school and grammar school. The course is open to students who have completed Public Speaking 1A.

Three units, three one-hour periods per week. (1929 summer session, two units.)

THE LIBRARY OF THE
JUL 13 1929
UNIVERSITY OF ILLINOIS

GENERAL INDEX

	Page		Page
Administration	38	Honor points	38
Administration credential	14	Humboldt Collegians	43
Admission	49	Industrial Arts	69
Advanced standing	50	Junior Certificate	55
Alumni Association	20	Junior College Course	55
American Government	89	Language and Literature	66
Amount of work	39	Lectures and entertainments	20
Appointment service	20	Library	19
Aptitude test	50	Literati	44
Arcata	17	Living arrangements	37
Art	59	Loan fund	37
Astronomy	81	Location	17
Associated Women Students	44	Marking system	38
Athletics	42	Mathematics	72
Attendance	40	Measurements	62
Bookstore	37	Meteorology	87
Botany	81	Music	75
Calendar	4	Official directory	5
Campus	18	Orchestra	76
Chemistry	82	Philosophy	77
Civic Education	65	Physical Education	78
Climate	18	Physical examination	50
Coaching	80	Physics	83
College Elementary School	19	Political Science	89
Constitution, U. S.	89	Practice Teaching	65
Cosmopolitan Club	45	Probation	39
Counts	38	Programs	39
Courses of Instruction	59	Psychology	61
Degree Course	52	Public Speaking	90
Diploma	54	Recreation	23
Dormitories	37	Redwoods	29
Dramatics	91	Reports	40
Economics	85	School Law	64
Education	61	Science	81
Employment	37	Self-government	42
English	66	Self-help	37
English A examination	50	Semester unit	38
Expenses	37	Social life	46
Extension service	21	Social Science	85
Extra-curricular activities	42	Sociology	90
Faculty	6	Spanish	74
Fees	37	Speakers' Bureau	21
French	73	Speech	90
Fundamentals	51	Student Body	42
General Information	12	Summer Session	57
Geography	87	Supervision credential	15
Geology	82	Teachers College	12
German	74	Teachers from other states	13
Graduation	52	Unit defined	38
Historical	18	Young Men's Christian Associa- tion	45
History	87	Zoology	83
Home Economics	68		

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HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1930-1931

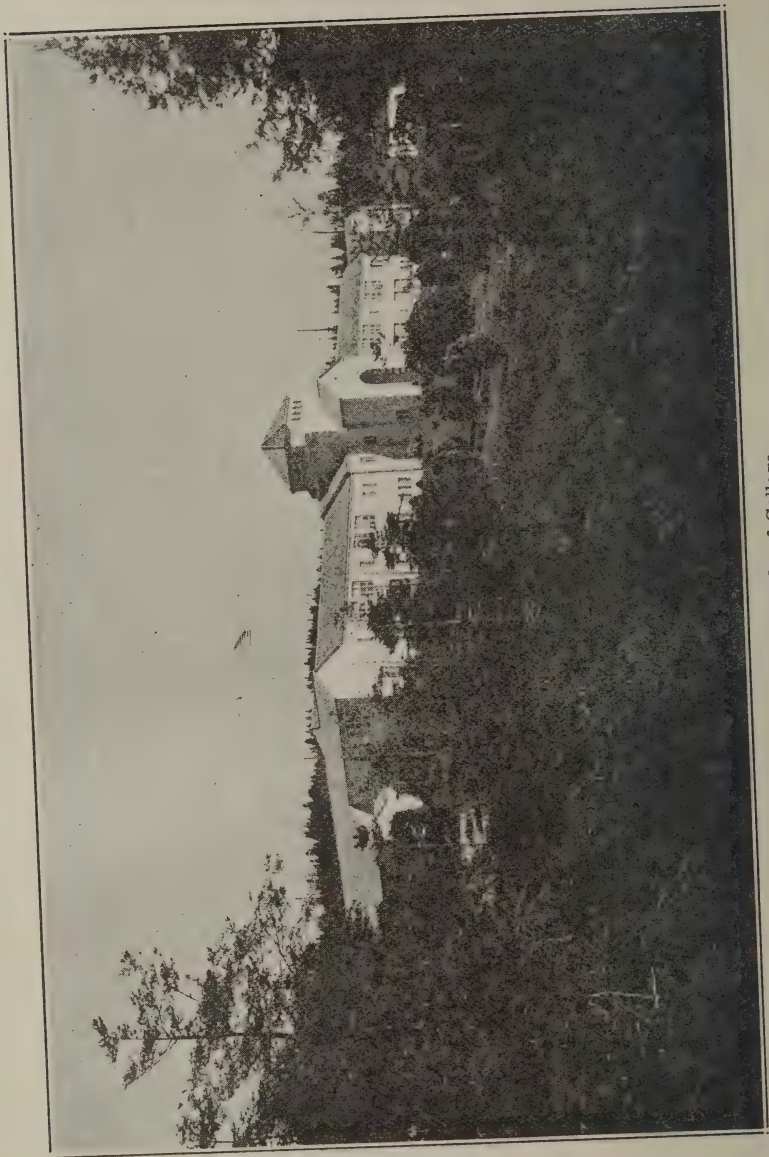


ARCATA, CALIFORNIA

JULY, 1930

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1930

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HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1930-1931

A State College for the Training of Teachers for the Public Schools
and for General College Work

Entered as second-class matter, April 4, 1916, at the post office at Arcata,
California, under the act of August 24, 1912.



INTRODUCTORY CALENDAR, 1930-1931

Fall Semester 1930

Saturday, September 6-----Examination in English A, 9 a.m., to 12 m.
Saturday, September 6----Fundamentals Examination, 1 p.m. to 4 p.m.
Monday, September 8-----Registration
Tuesday, September 9-----Admission Day
Wednesday, September 10-----Instruction begins
Friday, November 7-----Mid-semester reports
Tuesday, November 11-----Armistice Day
Thursday, November 27, to Sunday, November 30---Thanksgiving recess
Saturday, December 20, to Sunday, January 4-----Christmas holidays
Tuesday, Wednesday, Thursday, January 20, 21, 22, Semester examinations

Spring Semester 1930

Saturday, January 24-----Examination in English A, 9 a.m. to 12 m.
Saturday, January 24-----Fundamentals Examination, 1 p.m. to 4 p.m.
Monday, January 26-----Registration
Tuesday, January 27-----Instruction begins
Friday, March 27-----Mid-semester reports
Saturday, April 4 to Sunday, April 12-----Spring vacation
Wednesday to Friday, June 3, 4, 5-----Semester examinations
Friday, June 5-----Commencement

Summer Session 1930

Probable dates, June 22 to July 31.

OFFICIAL DIRECTORY
HUMBOLDT STATE TEACHERS COLLEGE

Administered Through

the

STATE DEPARTMENT OF EDUCATION

State Board of Education

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E. P. CLARKE

MRS. AMY STEINHART

MRS. MARY ROBERTS COOLIDGE

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SAM H. COHN-----**Deputy Director of Education**

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-----**Chief, Division of Teacher Training and Certification**

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NICHOLAS RICCIARDI-----**Chief, Division of City Secondary Education**

HELEN HEFFERNAN-----**Chief, Division of Rural Education**

N. P. NEILSON-----**Chief, Division of Health and Physical Education**

DR. IRA W. KIBBY-----**Chief, Bureau Business Education**

ANDREW B. HILL, JR.-----**Chief, Division of Schoolhouse Planning**

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IMOGENE B. PLATT	Registrar
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CLARE OSTRANDER	Superintendent of Buildings and Grounds

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* On leave of absence 1930-1931.

FACULTY

GIST, ARTHUR S.

PRESIDENT.

B.Ed., 1916; A. M., 1918, University of Washington; additional graduate work University of California and Columbia University. Elementary School Principal, Seattle, Washington, 1906-27, and Oakland, California, 1927-28; Director Teacher Training, San Francisco State Teachers College, 1928-30; Lecturer in Education, University of Washington, 1926-27; Lecturer in the Extension Division, University of California, 1927-29. Author: Elementary School Supervision; Administration of an Elementary School; The Teaching and Supervision of Reading (co-author); New Stories from Eskimo Land (co-author). Editor of Yearbooks, Department of Elementary School Principals, National Educational Association. At Humboldt since 1930.

ARNOLD, HOMER L.

ASSOCIATE PROFESSOR OF EDUCATION.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B. S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana, 1915; A.M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917; Stanford University, 1924. Six years experience as elementary and high school teacher; four years experience as high school principal; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. At Humboldt since 1921.

BALABANIS, HOMER P.

PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; A.M., University of Chicago, 1923; additional graduate work, University of Chicago, University of California and Stanford University. Assistant, School of Commerce and Administration, University of Chicago, 1922-23; teaching assistant, School of Social Science, Stanford University, 1928-29. At Humboldt since 1923.

BRUNET, JOSEPH.

ASSOCIATE PROFESSOR OF MODERN LANGUAGES.

A.B., Stanford, 1923; A.M., Stanford, 1924; Ph.D., Stanford, 1927. Teaching Assistant, Stanford University, 1922-1927; Assistant Professor of French, University of Florida, 1927-1930. At Humboldt since 1930.

BURTON, GRACE M.

ASSISTANT LIBRARIAN.

A.B., Grinnell College, 1903; Library School, University of Iowa, Summer Session 1924. Instructor in Latin and German, Knoxville High School, Knoxville, Iowa, 1903-5; Principal and Instructor in Latin and German, Pipestone High School, Pipestone, Minnesota, 1905-8; Instructor in English and History, Oberlin High School, Oberlin, Ohio, 1910-11; Tutor in Latin and German at Oberlin College, 1911-13; Assistant Librarian at Grinnell College, 1920-26. At Humboldt since 1926. (On leave of absence 1930-1931.)

CLUXTON, HENRY T.

ASSISTANT PROFESSOR OF EDUCATION.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; A.M., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools, Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions, 1917-24; Instructor, Chico State Teachers College, Summer Session 1927. At Humboldt since 1927. (On leave of absence, fall semester, 1930.)

DAVIES, SARAH

SECRETARY TO THE PRESIDENT.

A.B., Linfield College, 1930. Secretary in office of Principal of high school, Everett, Washington, 1924-25; Secretary to Superintendent of Schools, Longview, Washington, 1925-26. At Humboldt since 1930.

DICKSON, BELLE L.

ASSISTANT PROFESSOR OF EDUCATION.

Graduate Cheney Normal School, Cheney, Washington, 1911; student University of California, Summer Session 1921; student

University of Chicago, Summer Sessions 1922, 1923, 1924, 1925; A.B., University of Washington, 1927. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

FOLSOM, ELMA McCANN ASSISTANT PROFESSOR OF ENGLISH.

A.B., Washington State College, 1929; A.M., Washington State College, 1930; additional graduate work, University of California, Emerson School, University of Oregon. Instructor in Elementary Department, Washington State College, 1913-1914; Instructor in English in Seattle High Schools, 1916-1921; Professor of English, Michigan State Normal College, Ypsilanti, Michigan. At Humboldt since 1930.

GRAVES, C. EDWARD LIBRARIAN.

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor, Wesleyan University, 1909-11; with University of Illinois library, 1914-17; Librarian, Minnesota Historical Society, 1917-20. At Humboldt since 1924.

HERRON, LAURA E. PROFESSOR OF PHYSICAL EDUCATION.

A.B., Stanford University, 1914; A.M., University of California, 1916; graduate work at Stanford and University of California. Instructor, Oakland Playground and Recreation Department, 1914-15; Assistant, Women's Department of Physical Education, Stanford University, 1916; eight years experience as teacher of Physical Education and Science in California high schools, 1916-24; Head of Women's Division of Physical Education, San Jose State Teachers College, 1924-25. At Humboldt since 1925.

HICKLIN, MAURICE PROFESSOR OF ENGLISH.

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; A.M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925; Instructor in 1927 and 1928 Summer Sessions, University of California at Los Angeles. Six years practical journalistic experience. At Humboldt since 1923.

HOLLISTER, FREDERIC M.

ASSOCIATE PROFESSOR OF SOCIAL SCIENCE.

A.B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A.M., Columbia University, New York, 1926; graduate student, Stanford University, Summer Session, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

HOWE, J. WENDELL INSTRUCTOR IN BIOLOGICAL SCIENCE.

B.S., Oregon State College, 1924; graduate work University of California, 1925-26 and 1928-29; A.M., Stanford University 1930. Nurseryman 1924-25; Instructor in high school science, 1926-29; Ranger-Naturalist Yosemite National Park, 1930; Instructor in Cryptogamic Botany and Invertebrates, Yosemite Field-School of Natural History, 1930. At Humboldt since 1930.

JENKINS, HARRY L. COLLEGE PHYSICIAN.

A.B., University of California, 1920; M.D., University of California, 1925. Practicing physician in Humboldt County since August, 1925. At Humboldt since 1928.

JENKINS, HORACE R.

ASSOCIATE PROFESSOR OF INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S.,

Oregon Agricultural College, 1927; M.S., Oregon Agricultural College, 1928. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

JOHNSON, ELLEN O. ASSOCIATE PROFESSOR OF HOME ECONOMICS.

B.S., Oregon State College, 1921; graduate work, University of Oregon, Summer Session, 1921, University of California, Summer Session 1924, and Oregon State College, Summer Session 1925. Instructor, Beaverton High School, Beaverton, Oregon, 1921-23; Instructor, Astoria High School, Astoria, Oregon, 1923-26; Head of Home Economics Department and Director of Cafeterias, Longview, Washington, 1926-29; Summer Session Instructor, Humboldt State Teachers College, 1927, 1929. At Humboldt since 1929.

LITTLE, STELLA SANKEY ASSOCIATE PROFESSOR OF ART.

A.B., Stanford University, 1913; advanced work at Stanford and the University of California, Summer Sessions of 1906, 1908, and 1911; study of masterpieces in art in various art galleries of Europe, 1910; A.M., Columbia University, 1928. Art Instructor in Miss Harker's School for Girls, 1904-6; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

MACGINITIE, HARVEY D.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27. Teacher, Caruthers Grammar School, Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California; Instructor, Humboldt State Teachers College, Summer Sessions 1927 and 1928. At Humboldt since 1928.

McKAY, FRANCIS H.

ASSISTANT PROFESSOR OF MUSIC.

B.M., University of Washington, 1924; year graduate work, University of Washington. Instructor in Music, high school, Rochester, 1922-24; Instructor in Music, Montana State Normal, Dillon, 1924-1925; Instructor in Music, Spearfish High School, South Dakota, Jan.-June, 1926; Instructor in Music, Birmingham High School, Alabama, 1926-27; Assistant Professor of Music, Kirksville State Teachers College, Missouri, 1927-1929; Instructor in Music, Lincoln High School, Seattle, Washington, 1929-30. At Humboldt since 1930.

McLANE, LUCY N.

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Colorado State Teachers College, 1915; B.L.I., Emerson College of Oratory, Boston, 1923; A.M., Stanford University, 1928; Graduate Student, Columbia University, 1916; Graduate Student, Boston University, 1922. Assistant Director of Story Telling and Dramatic Art, Boston Settlement, 1921; Department of Oral English and Dramatic Art, Colorado State Teachers College, 1916-30; Director of Children's Theater, Colorado Teachers College, 1924-29. At Humboldt since 1930.

MARTEN, BETTSE E.

INSTRUCTOR OF PHYSICAL EDUCATION.

A.B., University of California, 1927; graduate study, University of California, 1927-28. Field Director, Community Center, San Francisco, spring and summer, 1928; Instructor in Physical Education, Pacific Grove High School, 1929. At Humboldt since 1929.

OSTRANDER, MARIE CLARKE

ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College, 1928; graduate work at Stanford University, Summer Quarters 1928, 1929, and 1930.

Formerly Supervisor of Music, San Diego City Schools; Instructor in 1923 Summer Session, University of Southern California; Instructor in Summer Sessions 1924-25, San Francisco State Teachers College; member of University Extension Faculty, University of California, 1924-25. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Quarters 1919, 1920, 1925; Stanford University, Summer Quarter 1926. Twelve years experience in secondary schools, Shelton, Everett, and Seattle, Washington. At Humboldt since 1926.

POULTNEY, ROBERT H.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B. S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; graduate work at Hopkins Marine Station, Stanford University, Summer Session 1927. Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SATHER, ESTHER

ASSISTANT PROFESSOR OF MUSIC.

Graduate of Thomas Normal Training School, Detroit, Michigan; additional study, Northwestern University, Summer Session 1917, University of California, Summer Session 1920, and University of Washington, Summer Quarters 1926-27. Supervisor of Music and Art, Scotia, New York; Supervisor of Music, Buhl, Minnesota; Supervisor of Music, Everett, Washington, 1919-28. At Humboldt since 1928. (Leave of absence 1930-31.)

SCHILLING, DOROTHY CECILIA

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Stanford University, 1921; A.M., Stanford University, 1925; Ph.D., Stanford University, 1926. Assistant in Instruction, Department of English, Stanford University, 1925; Instructor in English, Kern Junior College, 1926-28. Field Aide, American Red Cross, 1916-1918; private secretary, 1921-1923; Executive Secretary, Palo Alto Chapter American Red Cross, 1924. At Humboldt since 1928. (Leave of absence 1930-31.)

SCHUSSMAN, LEO GEORGE

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph.B., University of Chicago, 1912; A.M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School. At Humboldt since 1924.

SHOLTY, MYRTLE

ASSOCIATE PROFESSOR OF EDUCATION.

Ph.B., University of Chicago, 1911; A.M., Teachers College, Columbia University, 1924 and summer session, 1930. Elementary school teacher, Wabash, Indiana, 1902-6; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-8; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

TELONICHER, FRED

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27 and summer quarters 1929 and 1930. At Humboldt since 1927.

WILSON, BERT F.

ASSOCIATE PROFESSOR OF COMMERCE.

M.Accts., Western Normal College (Iowa), 1900; B.S., Western Normal College, 1905; A.M., Stanford University, 1927. Principal, Shenandoah Commercial Institute, Shenandoah, Iowa, 1900-03; Zanarian Art College, Columbus, Ohio, 1903; Bank Cashier, Sharpsburg, Iowa, 1905-15; General store and lumber yard, Sharpsburg, Iowa, 1915-18; Cashier, Farmers and Merchants Bank, Lenox, Iowa, 1918; Manager, Standard Motor Car Co., Seattle, Washington, 1919-20; Assistant Restoration Superintendent, Northern Life Insurance Co., 1921; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington, 1922-24; Head Department of Commerce, San Bernardino Senior High School, 1924-26; three years as a senior high school principal, 1927-30. At Humboldt since 1930.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

GENERAL INFORMATION

The purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to give them the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life. The presence of little children in the training school keeps uppermost in the student's mind the central purpose of the college. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to professional ideals.

The college offers varied curricula as follows:

DEGREE COURSES

Elementary Education (Credential Course).

Junior High School Education (Credential Course).

Physical Education (Credential Course).

Biological Science.

English.

Social Science.

Junior College Course, covering the first two years of liberal arts work.

THE COLLEGE ELEMENTARY SCHOOL

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The teacher has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity for learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

In the near future the College will have one of the most efficient and best equipped training school buildings and playgrounds in the country. Appropriations have already been provided by the state.

RURAL EDUCATION

The necessity for specific training for rural school work is becoming more and more evident in teacher training circles. A large number of our graduates do their initial teaching under rural and semi-urban conditions. This brings home to us the fact that some provision should be made to bring the prospective teacher into practical contact with the rural aspects of teaching. The fact that the rural and semi-urban field of teaching is very often the finishing stage in our teacher training indicates the wisdom of providing more courses with definite rural content.

While the rural child is practically the same in physical and mental development as is the urban child there is a marked difference in the natural, the economic and the larger social surroundings or those directly environmental forces which play such an important part in shaping the pre-school and formal school training of the child. Thus while the principles and scope of subject content and method are largely the same in the two general situations, the practical and living interpretations together with the nature and source of life materials essential to effective teaching are very different in many ways.

Classroom instruction is largely upon the individual basis which requires definite training for the student teachers. The vitamin content is the same in both situations but the bill-of-fare varies widely.

Our problem is to place before the prospective teacher those educational and social interpretations and possibilities which the rural school situation presents, as well as to emphasize the urban aspects of teaching. Such contacts should include not only the factors growing out of the immediate schoolroom conditions but also should introduce the teacher to the larger and more complex field of rural community contact and leadership.

Such preparation should include a practical interpretation of natural science facts especially in the field of nature study and a rural interpretation of social and economic principles leading to a sympathetic understanding of rural community life and living in all of its phases. In addition to this rural interpretation of subject matter and procedure in training, there is need for a continued contact on the part of the teacher in service with others in the same field and with the teacher training institutions. It is hoped that some type of practical club organization may bring about a more satisfactory professional unity that will unite the remotest rural district and the populous community in a helpful type of comradeship and professional citizenship.

We offer courses which directly seek to realize these ideals. The aim of these courses is not to provide a highly specialized interpretation of the rural situation but a working contact with such relationships so that the teacher may lead her children into a richer experience relationship with life and living things in the rural environment and also to bring to the teacher a greater measure of success and its attendant satisfaction in a better service to her pupils and community. It is suggested that students take many of these courses as electives and to fill minor requirements to secure a wide and rich contact with the rural situation as it effects the teacher in rural and semi-urban communities. This college attempts to prepare students thoroughly for both rural and urban situations.

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California legislature. Actual work

began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted after September 15, 1930, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase: For the college year ending June 30, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 274 students; 1927, 312 students; 1928, 325 students; 1929, 327 students; 1930, 373 students.

LOCATION

The college is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in

plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The city of Arcata is a delightful place of residence. It has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, a good live Chamber of Commerce, Rotary and Kiwanis clubs, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. It is sometimes known as the “White City,” because so many of its houses are painted that clean color. Luxuriant flower gardens are a notable feature of the home surroundings. The people are gracious and hospitable and the atmosphere of the place is altogether charming. The spirit of cooperation between the townspeople and the College is especially cordial.

A new concrete highway along the edge of the bay leads in eight miles to the city of Eureka, the metropolis of northern California, with a population of fifteen thousand. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain result in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy, spring-like feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song-birds from the north spend the winter here.

CAMPUS

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. In the rear is an athletic field, with asphalt tennis court, and room for other outdoor sports. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.



Copyright—Patterson
Oxalis, Fern and Redwood.



Copyright—Patterson
Drive in Auto Park, Arcata.

RECREATIONAL OPPORTUNITIES

COLLEGE TRAILS

The hills back of the College are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree. Through the beautiful forest the College has laid out a system of trails that is much used by the students and faculty for recreational and nature study purposes.

There are four main divisions of the trail system each with its individual characteristics. A trip over any two of them constitutes a complete round trip from the College, with no duplication of territory or types of scenery. Starting from a point midway between the main college building and the girls' dormitory, we follow the Alder Trail along a deeply-wooded ravine beside a meandering brook. The vegetation and foliage is so dense that the sunshine only succeeds in carving delicate patterns of light and shadow on the trail-side. Red alder trees of remarkable size and vitality line the banks of the stream. The typical undergrowth is huckleberry bushes, salal, salmon berry, trailing blackberry vines and many large clumps of ferns. For three miles or so the trail continues on a gentle upward slope, the evergreen trees—redwood, spruce and Douglas fir—becoming more abundant at the higher levels, until it emerges into a clearing high up on the face of the hill. The ruins of an old lumber camp and ranch explain the existence of the clearing, and beautifully grouped clumps of spruce and fir, above a clean carpet of grass and flowers, give a park-like appearance to the hillside.

The high point on the trail is soon reached, not very far from the top of Fickle Hill, and the downward route passes for a distance through open fields and pastures belonging to ranches on the Fickle Hill road. From this portion of the trail there is a succession of wonderful panoramas, in which

Humboldt Bay holds the center of the picture. The city of Arcata in the foreground, Eureka on the opposite side of the bay, and the forest-clad hills and ocean in the distance complete an unsurpassed landscape composition. In clear atmosphere, the line of breakers can be followed for miles along the ocean beach, and ships can be sighted on the far distant horizon. From this point back to the College we follow the Wilder Trail, named for a pioneer settler of this region. This is a well-wooded trail, on high ground all the way, bordered by a mixture of redwood, spruce, wax myrtle, Indian lilac, and in some places tall-growing rhododendron bushes. It approaches the south end of the main college building, past a hillside affording delightful glimpses of the town and bay.

The other two trails are known as the Fern Trail and the Ridge Trail. If we leave the south end of the College and follow the edge of the athletic field to the rear of the tennis court, we find the entrance to the Fern Trail just beyond that point. This trail follows another ravine beside a singing brook to a small abandoned reservoir, surrounded by tall guardian trees. Branching sharply to the left at this point, it passes between high banks covered with ferns, sword ferns, deer ferns, wood ferns, lady ferns—ferns of all sizes and shapes. One feels that with such a unique and luxuriant display the trail could hardly have been named otherwise. For half a mile or more the ferns wave their graceful greetings to us, while the tinkling water flows under the tree roots directly beneath our feet. Then we climb up out of the ravine either to the junction with the Wilder Trail or to the junction with the Ridge Trail.

If we elect to return to the College by the Ridge Trail, we descend the ridge between the two ravines traversed by the Alder and Fern trails. This trail might very well have been named the "Deep Woods Trail," for it traverses the most heavily wooded portion of the country in the vicinity of the College. Douglas fir and Sitka spruce are the most common trees in this stand, though there are many redwoods, especially toward the lower end of the trail. Underbrush is scarce and the forest floor is heavily carpeted with fir and spruce needles. So dense is the foliage that twilight falls here long before the more open spaces turn dusky. A curiosity of the trail-side is an enormous dead redwood tree, probably 300 feet high, stripped of bark and spirally convoluted as to surface. The

evidence seems to point to lightning as the paralyzer. Very few redwoods ever die of natural causes.

REDWOOD AUTO PARK

One branch of the college trail system leads to the Redwood Auto Park, owned by the city of Arcata. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best modern auto park equipment, including a particularly home-like community living-room with fireplace and piano. This room is available to the public and is the scene of many college parties. The park is located about half a mile from the college campus and is equidistant by road or trail. The extensive forest surrounding it gives plenty of opportunity for private picnic parties, undisturbed by regular park campers.

MAD RIVER SWIMMING POOL

Although there are several good ocean beaches close to Arcata, the water is usually too cold for bathing in comfort. Through the joint efforts of the Arcata Chamber of Commerce and the County Board of Supervisors, however, very good bathing facilities have been provided in the Mad River, only four miles from the College. This is a fairly wide, smoothly-flowing river, with well-wooded banks. A sandy beach slopes gradually into the river, and a sharp bend in the stream at this point insures plenty of deep water near the farther shore. Seen against the background of thickly-matted alder trees, it is a picturesque as well as commodious swimming pool. Both houses and picnic tables have been constructed, and an evening wiener roast is a popular aftermath to the swimming parties.

COAST SAND DUNES

About four miles west of the College, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle-line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blow-outs," long depressions



Trinidad Coast.



Sand Dunes.

caused by the action of the wind on the less resistant sands, give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the College and the whole bay region. Many of the dunes are covered with a thick growth of flowers that like the sand.

Some of the more conspicuous varieties are the sand verbenas, a creeping plant with pale-green leaves, profusely covered with bright yellow flowers; the beach aster, a hardy and showy flower with yellow center and lilac-colored rays, blossoming late into the winter; and the fig-marigold, with its curious three-sided fleshy stems and gaudy purplish-pink petals. There are several other less common varieties, such as the primrose, golden-rod, lupine, and wild strawberry. A small variety of huckleberry is abundant in autumn in the wooded stretches bordering the dunes.

The sand in the dunes is rather firmly packed and is good hiking territory. Golf can also be played over a considerable portion of it. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, add to the attractiveness of the region.

TRINIDAD COAST

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata. Here there is a County Free Auto Park with stores and service station and camping facilities on the tree-fringed edge of the beach. This is known as Clam Beach, because twice a month, at full moon and new moon, excellent clam digging is to be had here. They are the large razor clams and are protected by law, only 30 being allowed to one person at a time. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone Beach, a fine expanse of gently receding strand, is reached by a sharply-descending side-road. An inn, sometimes used as a mecca for week-end excursions, is located on the beach. The bluff at the northern end of the beach rises very abruptly from the water's edge, presenting an invitation to the strenuously inclined climber.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the

water, connects with an underground cavern which allows the intruding breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water along the coast, the spray of the breakers dashing over them or far up on their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life. The largest and most attractive of these coves, recently christened "College Cove" by the college classes in Biology that visited it, is located about one-half mile north of the town of Trinidad.

THE LAGOONS

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast. There is good fishing in the lagoon in season, and many varieties of water birds may be found in the vicinity. The brown pelican, one of California's most interesting coast birds, frequent the region in large numbers.

CRESCENT CITY TRIP

Continuing up the Redwood Highway toward Crescent City, we cross Big Lagoon on a handsome newly-completed bridge, a mile and a half in length. Skirting the inside edges of Stone's and Freshwater lagoons, we cross a divide and descend to the valley of Redwood Creek at the little village of Orick (43 miles from Arcata). Here is a very attractive and well-managed inn which is a popular objective for one-day round trips from the College. Salmon fishing at the mouth of Redwood Creek is very excellent in season. Leaving Orick, we pass through one of the finest redwood groves on the coast. It is called Russ Grove and was recently dedicated as a memorial to the pioneers. The vegetation in these more northerly groves is much ranker than in those south of Arcata. Immense ferns, head high, often monopolize the forest floor. Tall rhododendron bushes, flowering in late spring, offer a gorgeous display of color, though somewhat dwarfed by their redwood companions. For 15 miles the road winds its way among these majestic monsters, crossing the Humboldt County line as it emerges from the forest. Now for a way it is carved out of the hillside high above the ocean, with open pastures, brilliant with lupine and wild iris in spring time, below. Then it passes over the divide to the Klamath River, which is crossed on a new concrete bridge, known as the Douglas Memorial Bridge. This was completed and opened to traffic in the fall of 1926 after a mighty two-year struggle with the turbulent wintertime floods of the Klamath. The remainder of the route to Crescent City passes through some of the finest scenery on the whole trip. Sometimes circling the hillside pastures above the ocean, again dipping to the sea level near sheltered beaches, and at one point traversing another magnificent four-mile stretch of redwood forest close to the oceanside cliffs, it finally rounds the curve of Crescent City Bay, soon to be the scene of extensive improvement operations, and lands us at the capital city of Del Norte County (84 miles from Arcata). It is a two-way surfaced highway at practically all points, well graded and is being continually improved. Under present conditions the round trip can easily be made from Arcata in one day.



Copyright—Patterson

Bull Creek Flat.



Copyright—Patterson

Eel River.

BULL CREEK REDWOOD FLAT

One of the most popular redwood trips in the county is that to the Bull Creek Flat near Dyerville. This is 56 miles south of Arcata on the Redwood Highway. It is a picturesque trip, following the contour of Humboldt Bay for several miles, then crossing the hills into the lower Eel River valley, a rich dairying region. Scotia (37 miles) is the home of the Pacific Lumber Co. and the seat of what is said to be the largest sawmill in the world. From this point to Dyerville, the road passes through grove after grove of majestic redwood trees. At the bridge near Dyerville, we leave the main highway and follow the right or west bank of the South Fork of Eel River for two miles. Here at the junction of Bull Creek and the river we find the famous Bull Creek Flat of redwoods, said by experts to be the finest redwood grove in existence. There is very little other vegetation in the grove. The forest floor is clean, only a few fallen monsters here and there and an occasional clump of ferns barring the way. The trees stand fairly close together, their deeply-ridged cinnamon brown trunks extending upward for a hundred feet or more without branches. Straight as an arrow, symmetrical to perfection, gigantic in size, often from twelve to fifteen feet in diameter at the base, a few even larger than that, they draw the eye upward to the compact roof of lace-like bright green foliage three hundred feet or more above. There is one specimen that is said to be nearly four hundred feet high. Shot through with shafts of sunlight, this dense forest canopy becomes a thing of wonder and beauty. To spend the night in this grove, observing its more solemn moods in the dusk of evening or in the eerie half-lights of dawn, is an experience that brings one closer to the Infinite.

LUMBER CAMPS AND SAWMILLS

Humboldt County contains some of the largest lumbering camps and sawmills in the world. Four of the largest establishments are at Crannell, Korbel, Samoa, and Scotia. Permission can usually be obtained to visit these camps and mills. Crannell is located two miles from the Redwood Highway, and thirteen miles north from Arcata. The logging camps, several miles back in the hills, can be reached by the logging railroad, but special permission must be secured from the company's

office to travel over them. The work of hauling huge logs from the forest to the loading station by donkey engine and cable can usually be witnessed at any time, but the felling operations are not always being carried on, and it is well to inquire in advance, if one wishes to see that part of the work. Korbel is located twelve miles northeast of Arcata. Besides the big sawmills, there is a beautiful park just beyond the town, named Camp Bauer. Although it is owned by the lumber company, the public is allowed to use it, and many picnic parties are held there.

SAMOA

Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata (8 miles) or by boat from Eureka. The big lumber mill draws its raw material from the interior forests by railroad, and deposits the finished product on tidewater, ready to be carried to all parts of the world. A favorite day's trip from the College is to drive to Samoa, make a tour of inspection through the mill, then cross to the ocean side of the peninsula (not over half a mile wide at this point) where a smooth, sandy beach adjoins the higher dunes in the rear of the village. An object of curiosity here is the wreck of the *U. S. S. Milwaukee*. Grounded while attempting to rescue the submarine *H-3* in trouble during the war, its hulk has been battered by the breakers until only a shell of its former self remains. A wooden gangway built from the beach to the boat for salvage purposes may still be climbed by the more venturesome. The beach and near-by sand dunes offer an opportunity to while away the remainder of a lazy afternoon.

OTHER TRIPS

The surrounding country affords a great variety of climate and scenery. Only a few miles east of Arcata the cool ocean-tempered climate gives way to typical California summer weather, with corresponding changes in vegetation. Driving in a northeasterly direction, we soon cross the first range of coast hills beyond Blue Lake over what is known as the Lord Ellis road. This brings us into the hot interior valley region, beyond the redwood belt. Madrone and tan-bark oak, mixed with plenty of Douglas fir, are the typical trees, and hilly grazing lands alternate with orchards and woodlands. Willow

Creek (45 miles from Arcata) is the first village to be encountered. This is located on the Trinity River, where good swimming, and fishing in season, is to be found. A well-kept hotel and auto camp make this a possible over-night trip, though it can easily be done in one day with an early start. Willow Creek is on the State Highway between Arcata and Redding, and if there is time for a two-day trip, the journey can be extended to Weaverville, the county seat of Trinity County (103 miles from Arcata).

The road north from Willow Creek leads through the Hoopa Indian Reservation to Weitchpec, at the junction of Trinity and Klamath rivers. This is one of the wildest and most picturesque parts of the State of California. At this point the ancient bed of the Klamath River lies on the top of Grasshopper Ridge, at an elevation of 2500 feet above the present stream. The village of Orleans, about 16 miles up the river, can be reached by auto road, and nestles among the high hills in a particularly beautiful location. For twelve miles above Orleans the Klamath flows through a gorge 3000 feet deep. From Weitchpec the return trip can be made, if desired, via French Camp and the Bald Hills route to Orick on the Redwood Highway, thence to Arcata without duplication of route. From Weitchpec to the mouth of the Klamath River, about 40 miles, the Indians frequently make the trip in their redwood canoes. Anyone wishing an unusually thrilling and picturesque trip could journey to Weitchpec by stage, engage an Indian to paddle him down the river to Requa, and return to Arcata by stage over the Redwood Highway.

The trip to Kneeland Prairie (elevation 2800 feet), via Bayside and Freshwater, leads through some fine scenery, wooded hills alternating with open pastures. The "Prairie" itself is quite different from the ordinary middle-western conception of the term. It is merely a collection of high, rolling pasture lands, delightfully green and flower-strewn in spring, brown in summer, surrounded by heavy woods and rugged, craggy mountains. A complete round trip (about 110 miles) can be made by continuing to Bridgeville through some picturesque mountain country, thence following the Van Duzen River back to the Redwood Highway at Fortuna, and so back to Arcata.

There is also some interesting country in the Mattole Valley, reached by a road running directly west from Dyerville on

the Redwood Highway. Kings Peak, 4268 feet high, rising straight up from the ocean, may be reached from this valley. This is said to be the highest mountain in California on the ocean's edge. Cape Mendocino, the westernmost point of land in California, is a few miles north of the Mattole. If desired, the circuit may be completed by following the so-called Wildcat Road north through Capetown and Ferndale to the Redwood Highway at Fernbridge (about 150 miles round trip from Arcata).

A trip of about 150 miles through some wonderfully scenic country, though over rather poor but passable roads, is known as the trip "around the block." Leaving the Redwood Highway at Fortuna, the route is up the Van Duzen River to Bridgeville, thence south through some high mountain country to Blocksburg, and on to Alder Point on the main line of the railroad. Crossing the railroad, the route leads up hill for eight miles to the town of Harris, then turns north again and follows Mail Ridge, so called because the old mail stage from San Francisco used the route before the railroad was built, through Fruitland and Dyerville. This ridge is 3500 feet above sea level and affords extensive views over the whole southern part of Humboldt County.

There are several short round trips from Arcata through the mountain country, all very interesting. The easiest is the one to Bald Mountain via Blue Lake and Korbelt, returning via Green Point and the Lord Ellis Road. It is a short hike from the road to the top of Bald Mountain, where one is rewarded by an extensive view. Another circuit may be made via the Fickle Hill Road from Arcata to Butler's Valley, thence across the Mad River, returning via Korbelt and Blue Lake. An alternate return route for this trip would be to turn south before reaching Butler's Valley, connecting with the Kneeland Prairie Road and returning via Freshwater. None of the mountain roads of the Redwood Highway should be attempted by a person who has never done any driving except on city pavements. Although they are all gravel surface roads, maintained by the county, yet there are a good many steep and narrow places in them which should not be attempted by any but experienced drivers.

OTHER ATTRACTIONS

Sequoia Park, Eureka's city park, is located only a few minutes' drive from the center of the city. It may be reached by a street car line. It has excellent picnic facilities, and is a popular objective for trips from the College. A little rustic cabin with fireplace may be used upon application to the keeper of the park. There is an interesting zoo and duck pond at the park. The Eureka Golf Club is located only five miles south of the city, and a green fee entitles visitors to the use of the grounds. Four concrete tennis courts are available for college students at the Arcata High School, when not in use by the high school students. Excellent fishing can be enjoyed in season in the Mad River, just a few miles north of Arcata, and in the Eel River about 25 miles south of Arcata. Salmon fishing is best in the fall after the first heavy rains, though many of them are caught in summer at the mouth of the Klamath by trolling. Trout fishing is best in May in the mountain streams east of Arcata. Those who are fond of crabs may indulge in the sport of trapping them, boiling and consuming them on the spot at a public campground near the mouth of the Eel River below Ferndale.

THE LIBRARY

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately eleven thousand volumes, about one thousand of which are state textbooks, furnished free by the state for the use of the teachers and students in the Training School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for ninety-five magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13x75 feet, containing the bound volumes of magazines, the state textbooks, and the overflow of general books from the main reading room.

APPOINTMENT SERVICE

An appointment bureau is maintained to perform a double service: To help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Appointment Bureau. Such students should register with the Director of Placement early in their senior year.

LECTURES AND ENTERTAINMENTS

Public assemblies of students, faculty and visitors are scheduled at least once every week, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the college attended the banquet given in honor of the new president and the faculty. A permanent Alumni Association was organized at this time. Meetings are held three times a year—one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one at the time of the January graduation.

The following are the officers for the current year: President, Carl McDonald; vice president, Rose-Mary Regli; secretary-treasurer, Nora Canty.

EXTENSION SERVICE

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty

people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a state institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the state. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lectures are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the president for further information.

INSTITUTE SERVICE

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, and by actual demonstrations of classroom practices.

EXPENSE

Living Arrangements

The Commons is under the supervision of the Home Economics Department. The Girls' Dormitory is directed by a competent house mother working under the supervision of a dormitory committee of faculty members appointed by the President. A most wholesome family spirit prevails. Room and two meals per day are available at an average rate of \$25 per month. These rates are possible when two girls occupy one room. Noon lunch may be secured at the College Commons. Dormitory students furnish all bedding and linen, including mattress protector and towels.

The dormitory is provided with a pleasant living room which is the center for many pleasant social gatherings. Extensive improvements each year are continually making the dormitory more comfortable and more attractive.

The cost of board and room in private homes ranges from \$30 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

FEES**General**

Regular semester registration fee-----	\$1 50
Student Body fee per semester-----	5 00
Physical Education fee per semester-----	2 00

Special

Delayed transcript fee-----	\$1 00
Late registration fee-----	2 00
Diploma fee at graduation-----	2 60
Additional transcripts, each-----	1 00
Repetition of English A course-----	10 00
Art fee per semester-----	1 50
Botany fee per semester-----	50
Biology fee per semester-----	1 00
Chemistry Laboratory fee per semester-----	5 00
Glee Club fee per semester-----	75
Physics Laboratory fee per semester-----	2 50
Pottery fee per semester-----	3 50
Zoology fee per semester-----	1 00

Summer Session

Summer Session registration fee-----	\$15 00
Summer Session lecture and recreation fund-----	1 00

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy students. The College frequently has requests for assistance in light housework, care of children, janitorial and clerical work. The College has the policy of employing as much student help as possible, particularly in the Commons and for other types of work on the campus. This student employment service is in charge of the Financial Secretary.

LOAN FUND

A small loan fund is at the disposal of the College to assist worthy students to meet their necessary expenses. It has generally been the policy to make this fund available to needy students in the upper division courses.

BOOKSTORE

The College conducts a cooperative bookstore which sells, without profit, all college textbooks and supplies.

ADMINISTRATION

MARKING SYSTEM

A five-point marking system is used with A, B, C, or D, indicating a passing grade and F, meaning failure. Plus (+) as given in certain courses, means passed without defining grade; Cond., conditioned; inc., incomplete; W., withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes F.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

STUDENT PROGRAMS

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester

unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of the "index of scholarship" of the student. This index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units. The following chart will be used as the basis for granting petitions for programs varying from the normal load:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

PROBATION AND DISQUALIFICATION

Students whose scholarship is low and whose conduct is unsatisfactory are subject to probation or disqualification.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

REPORTS

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester reports are made to students doing unsatisfactory work.

PARTICIPATION IN ACTIVITIES

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon the recommendation of the instructor or coach in charge of the

activity. Participation shall be limited to students who have paid their student body dues. Preference shall be given to students who are successfully carrying scheduled programs of work.

Before recommending that any student participate in any extra-curricular activity, the instructor or coach shall:

1. Look up the official scholarship record of the student concerned for the present and preceding semesters.

2. Discuss with each student the probable effect of such participation on his general scholastic record.

3. Report to the Registrar's office a list of students recommended for each activity and each scheduled performance of the activity.

CLASS ATTENDANCE

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner. Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course.

Whenever the hours of absence for any student in any course exceed the hours per week scheduled for the course, the student will be excluded from the course. Reregistration in the course is possible after his or her case has been considered according to faculty and student body regulations.

EXTRA-CURRICULAR ACTIVITIES

STUDENT SELF-GOVERNMENT

One significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The faculty retains such authority and oversight as is necessitated by the administrative jurisdiction and general responsibility as provided by law. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities and to their country.

ATHLETICS

For men students schedules in football, tennis, basketball, baseball, and track athletics are conducted. Student teams are equipped by the Student Body, but all coaching is under the Men's Director of Physical Education. In the fall semester football is the major sport, while an extensive basketball schedule is always played during the winter months. During the spring semester the baseball team takes an extended trip through central California, playing college and university teams en route.

For women students there are interschool, interclass and individual athletics. The women's interclass athletics include basketball, baseball, hockey, track and volley ball. The school's object of "mass participation" has been attained in these interclass competitions; in basketball alone about 75

per cent of the women students participated. For the woman student, however, who is not interested in competitive sports, opportunity for individual recreation is provided in hiking and in archery.

An especially attractive feature in connection with athletics for women at Humboldt is the organization known as the Women's Athletic Association. Members of this organization have aroused interest in recreational sports among the college women by a system of awards for participation. Under this system points are given for making a college team, for making a class team, and for participation in the individual sports. Members of the association also assist the women's games at the College; in addition, they arrange for social functions for the women in athletics. One of the most noteworthy achievements of the Women's Athletic Association is the annual Play Day, when large numbers of girls from the nearby high schools meet at the College and take part in athletic events, on a social rather than a competitive basis.

In the carrying out of its ideal of mass participation in athletics, the College has also developed a unique system in its intramural athletics, namely: mixed athletics in which men and women compete in such sports as tennis and volley ball on equal terms, both men and women students being on the same teams. Each year there are several mixed-double tennis tournaments and a mixed volley ball tournament. The college authorities believe that the mixed playing promotes a spirit of camaraderie between the men and women students.

Athletics at Humboldt offer practical training to future teachers as well as promoting the ideas of recreation and camaraderie. Practically all of the college sports are duplicated by the pupils in the training school maintained by the College. Special credit work is arranged for college students who have the ability for, and wish to get experience in conducting elementary school athletics and in handling children on the playground.

THE HUMBOLDT COLLEGIANS

To provide opportunity for adequate expression of musical and dramatic ability, and to acquaint the general public with the work of the College, some twenty-odd students are chosen some years for the "Humboldt Collegians," who present a

series of two-hour performances in nearby towns and on tour down the Redwood Highway each spring semester.

The program includes one-act plays, dancing numbers, instrumental ensembles, vocal numbers—trios, quartets, sextets, choruses—as well as solo work. It provides an opportunity for students of talent to obtain the practical experience of appearing before the public on a professional basis.

Opportunity to be chosen for the “Collegians” is on a competitive basis; it is open to any student, provided he or she is doing satisfactory school work.

After the numbers are selected, regular rehearsals are held. Then begins a series of local performances in Humboldt County towns.

After the county performances, the Collegians, with three faculty members, make a week's tour of Redwood Highway towns. The trip, which is made in a large motor stage, ends in San Francisco, where the Collegians give a radio performance.

THE ASSOCIATED WOMEN STUDENTS

Women students are organized into an association which has for its purpose the furthering of cooperation among the women of the student body and the faculty. In carrying out this purpose the Big Sister Movement has been adopted. In addition the Big and Little Sisters have been divided into groups and each group assigned to a woman faculty member adviser known as the “faculty mother.” Besides the assistance rendered by the Big Sisters in school work and social adjustment, each group plans to make some contribution to the school. Other activities and clubs include: The Women's Athletic Association, the Girl's Glee Club, the Program Committee and Hospitality Committee.

LITERATI

This is an honorary literary organization composed of students who have an interest and some degree of skill in one or more of the phases of speech and dramatic arts which include public speaking, debating, literary interpretation, story telling, and drama. The Literati have a dual purpose, viz: self-improvement of the members, and service to Humboldt State Teachers College. The members of the Literati meet in the college social unit once each month for a dinner

program. Occasionally the club members dine together at the college Commons. Guests are invited to many of the programs.

This group of students frequently adopt two annual affairs for which they will be responsible—the annual Pioneers' Program in September, and the Speech and Drama Contest in February. Each fall, soon after college opens, all the pioneers of Humboldt County are invited to the college for a program, designed to do honor to the early settlers of this country, and to acquaint the younger generation with the early history of Humboldt Wonderland which we now occupy. In February each year the Speech and Drama Contest for high school students is held at the College. The Literati members not only help to work out details and help to carry on the contest, but they also serve a banquet and act as hosts to all the visiting high schools.

COSMOPOLITAN CLUB

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of understanding of all peoples and foster international good will." Open-mindedness and a desire to make a fruitful contribution to the organization's life are the only qualifications to membership.

The club meets one afternoon a week in the social unit and devotes at least one hour to the discussion of a problem decided upon by the members at the previous meeting. Ample literature on each topic is available and members are requested to become acquainted with all the angles of the question under consideration before discussion takes place. Once a month the club meets in the evening, when dinner is served, followed by an address and social program.

SOCIAL LIFE

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body under the direction of the Faculty Director of Social Affairs is in general charge



Front Entrance.

of all social activities in the College and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students various channels of self-expression through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure happiness in college life by creating opportunities for wholesome recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizenship.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining high standards of conduct and scholarship. The Cosmopolitan Club brings the student in contact with various problems of national and international scope. The College Collegians and the Dramatic Club offer opportunities in the music and dramatic fields. The College Civic Club is active in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged. Special interscholastic athletics and play days for women are arranged by the Women's Athletic Association, and lectures, dances, class parties, and other social functions contribute to enliven and develop social relationships. The Alumni Association is active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

The Social Hall at the Girls' Dormitory affords an opportunity for a more intimate type of social life for the girls living in the dormitory and provides a place for the faculty and parents to visit with the girls.

ADMISSION

ALTERNATIVE QUALIFICATIONS

- I. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the College, or for sufficient reason continued as provisional students.

- II. Teachers holding valid credentials to teach in any county of the state may be admitted for further study. Such students may become candidates for a degree, only

when entrance deficiencies have been duly satisfied as determined by the faculty of the College.

- III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Transfers with Advanced Standing.

1. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

2. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(a) Not more than sixty-four credits of lower division standing may be offered.

(b) No credits for professional courses in education may be offered.

GENERAL QUALIFICATIONS

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

Physical Examination

On entrance, just before graduation and at any other time necessary a physical examination by the college physician will be required, followed by conferences with the health counselor.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will consist of a theme of approximately five hundred words on a subject chosen from a list of ten. Students failing to pass this examination will be enrolled in the two-hour noncredit course in English A.

College Aptitude Test

All new students are required to take the college aptitude test.

Fundamentals

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, reading, writing, arithmetic, spelling, history, geography. Students in teacher-training courses whose skill in the fundamentals is not up to the standard necessary in the ordinary functions of life must enroll in the "Opportunity Class in the Fundamentals."

The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects no college credit is given for it.

Necessity for enrolling in the "Opportunity Class" will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standardized tests and measurements which will be given to all candidates for student teaching at least one semester before taking up their work in the College Elementary School.

STUDENT TEACHING VALUE

Student teaching is recognized as one of the most valuable phases of teacher training. It is in this activity that the student is trained under sympathetic but competent guidance for practical situations of the classroom. In their work with the student the Director of Teacher Training and the supervisors discover degrees of teaching efficiency. Recommendations to superintendents are very largely based upon the type of work accomplished in student teaching.

ORGANIZATION

In organizing the work for the student teachers each student is required to teach successfully a minimum of three hours daily for one semester. Concurrently with this student teaching are held conferences with the Director of Training and the supervisors. Customarily this work is taken during the senior year.

QUALIFICATIONS

Only those students who have maintained a satisfactory scholarship and have fulfilled the college requirements in the fundamentals are eligible for student teaching. Certain personal qualities are also carefully considered by the Director of Training.

REQUIREMENTS FOR GRADUATION FROM THE DEGREE COURSE IN EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the college requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential granted after September 15, 1930.

With certain modifications this course will also meet the requirements for the General Junior High School Credential.

Subject Requirements—Lower Division

ART		Units
Art Structure-----		2
		2
ENGLISH		
English 1A-----		3
English 1B-----		3
		6
*FUNDAMENTALS		
English A-----		0
Arithmetic A-----		0
Reading A-----		0
Spelling A-----		0
Penmanship A-----		0
Speech A-----		0
MUSIC		
Sight Singing-----		1
		1
PHYSICAL EDUCATION		
Hygiene-----		2
Activities for Adults, one-half unit each semester-----		2
		4
PSYCHOLOGY		
General Psychology-----		3
		3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL

	Units
Modern View of the Physical World-----	3
General Biology-----	3
A year course in laboratory science-----	6

12

SOCIAL SCIENCE

History 4A and 4B-----	6
Human Geography-----	3
Economic History of the United States-----	3

12

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Introduction to Education-----	2
Educational Psychology-----	3
Reading in the Elementary School-----	2
Curriculum and Observation-----	4
Practice Teaching-----	10
Educational Measurements-----	3
Rural Education-----	2
Education for Citizenship-----	2
Principles of Education-----	2
	30

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

Activities for Adults, one-half unit each semester-----	1
Methods in Plays and Games-----	1
Organization of Physical Education-----	2
	4

SOCIAL SCIENCE

American Government-----	3
	3

SPEECH

	Units
Children's Literature and Story Telling-----	3
	3

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Industrial Arts
Art	Mathematics
Biological Science	Music
Commercial Education	Physical Education
English	Physical Science
Foreign Languages	Philosophy
Home Economics	Social Science

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

REQUIREMENTS FOR THE SPECIAL CREDENTIAL IN PHYSICAL EDUCATION

A. The completion of a four-year college course with a bachelor's degree.

B. A minimum of sixteen semester hours of work in the fields of English, science, social science and physical education.

C. A minimum of fifteen semester hours of professional work in education, including:

1. A course dealing with the aims, scope and desirable outcomes of the elementary and the secondary school.
2. Principles of teaching, with directed teaching in Physical Education, at least six semester hours.
3. Other courses in Education.

D. A minimum of fifteen semester hours selected from at least four of the following:

1. Biology.
2. Physiology.
3. Hygiene.
4. Psychology.
5. Sociology.
6. Chemistry.

E. A minimum of twenty-four semester hours, chosen from at least seven of the following:

1. Principles of Physical Education.
2. Technique of Teaching Activities.
3. Administration of Physical Education.
4. Kinesiology. (Applied Anatomy.)
5. Activities in Physical Education.
6. Community Recreation.
7. Individual program adaptations. (Corrective Physical Education.)
8. Health Education.
9. Growth and Development of the Individual.

NOTE.—At least six semester hours in activity must be shown.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly acceptable teaching experience.

B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

1. School Administration and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. Educational Tests and Measurements.
5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.

4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

- B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN BIOLOGICAL SCIENCE

Lower Division

ENGLISH

English 1A and 1B-----	Units 6
	6

FOREIGN LANGUAGES

Foreign Language (in not more than two languages. French required.)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	15

PHYSICAL EDUCATION

Hygiene-----	2
Activities (One-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Botany 2A and 2B-----	8
Chemistry 1A-----	5
Physiology-----	4
Zoology 1A and 1B-----	8
	25

SOCIAL SCIENCE

Year course-----	6
Elective-----	3
	9

Upper Division

EDUCATION

Educational Measurements-----	3
Educational Psychology-----	3
Growth and Development of Child-----	3
History of Education-----	3
	12

PHYSICAL EDUCATION

Activities (One-half unit each semester)-----	2
	2

SCIENCE, BIOLOGICAL

	Units
Botany 104A and 104B-----	6
Additional upper division Botany-----	6
Eugenics -----	3
Heredity and Evolution-----	3
Invertebrate Zoology-----	4
Vertebrate Zoology-----	4
	26

SOCIAL SCIENCE

American Government-----	3
	3

MINORS

Candidates must complete a minor in one of the following fields:

Art	Mathematics
Economics	Music
English	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
English 56A and 56B-----	6
	12

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHILOSOPHY

Year Course-----	6
	6

PHYSICAL EDUCATION

Hygiene-----	2
Activities (One-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
General Biology-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

Educational Measurements-----	3
Educational Psychology-----	3
Growth and Development of the Child-----	3
History of Education-----	3
	12

ENGLISH

	Units
Shakespeare -----	3
Chaucer -----	3
Additional upper division English -----	18
	24

PHYSICAL EDUCATION

Activities (One-half unit each semester) -----	2
	2

SOCIAL SCIENCE

American Government -----	3
	3

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
Economics	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene-----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
General Biology-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

Educational Measurements-----	3
Educational Psychology-----	3
Growth and Development of the Child-----	3
History of Education-----	3
	12

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

	Units
History of the West-----	6
History of Modern European Expansion or English History 153 and 155-----	6
Money and Banking-----	3
Labor Economics-----	3
Social and Economic Aspects of Immigration-----	3
International Trade-----	3
American Government-----	3
	27

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
English	Physical Education
Foreign Language	Physical Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

TWO-YEAR JUNIOR COLLEGE COURSES**Aims and Purposes**

The Junior College courses are designed for three different groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Sciences in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the course leading to the junior certificate in the College of Letters and Science.

(b) Students planning to obtain a degree in a College of Applied Science or in a Professional School who wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of work in the Junior College will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Sciences

The requirements for the Junior Certificate in the College of Letters and Science are sixty-four units of college work including the following:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list; Astronomy, Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

- * (1) English, Public Speaking.
- (2) Foreign Language (additional to b).
- (3) Mathematics (additional to c).
- * (4) Economics, History, Political Science.
- (5) Philosophy, Logic.

* NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

Recommended Sequence of Lower Division Subjects

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	English 1B-----	3
Science -----	3 or 5	Science -----	3 or 5
Foreign Language-----	3 or 5	Foreign Language-----	3 or 5
European History 4A-----	3	European History 4B-----	3
Mathematics 3A-----	3	Mathematics 3B-----	3
Hygiene -----	2	Public Speaking 1A-----	3
Intermediate Algebra-----	2	Trigonometry -----	2
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 56A-----	3	English 56B-----	3
Science -----	3 or 5	Science -----	3 or 5
Economics 1A-----	3	Economics 1B-----	3
Foreign Language-----	3 or 5	Foreign Language-----	3 or 5
Political Science 1A-----	3	Political Science 1B-----	3
History Americas 8A-----	3	History Americas 8B-----	3
Mathematics 4A-----	3	Mathematics 4B-----	3
Philosophy 5A-----	3	Philosophy 5B-----	3
General Physiology-----	3	Econ. Hist. of U. S.-----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts. A program of fifteen and a half or sixteen and a half units should be chosen each semester.

COURSES OF INSTRUCTION

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199, inclusive.

ART

1. ART STRUCTURE.

2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, dark and light color), are used and their possibilities exemplified in a simple way.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A.

2 or 3 units

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving, using paper, reed, raffia and pine needles is emphasized together with problems in spray and tie dyeing.

Two two-hour periods per week.

2B. ELEMENTARY CRAFTS B.

2 units

Puppetry and stagcraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. Simple plays are given on a miniature stage. This stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION.

3 units

The development of pictorial art, sculpture, and architecture from the earliest time to the present, forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of all the principles of artistic composition.

Three one-hour periods per week.

5. DESIGN.**3 units**

Structural principles are used as guides to creative thinking, and orderly arrangement. Elementary problems are given in the use of line, mass, and color, first, to express beauty of related spaces in good proportion and related colors; second, to express movement through a progression of both form and color; third, to achieve a balance of forms, colors, and movement in a united pattern. Prerequisite: Art Structure.

Three one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.**3 units**

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: Charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three two-hour periods per week.

102. APPLIED DESIGN.**3 units**

Advanced problems in original designs suitable for industrial uses, such as block print and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses. Prerequisite: Art Structure.

Three one-hour periods per week.

104. ADVANCED FREEHAND DRAWING AND PAINTING.**3 units**

First principles of figure, pose or action drawing combined with landscape perspective study, special emphasis being placed on composition of picture. Prerequisite: Art Structure and Elementary Freehand Drawing.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A.**3 units**

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. A short study is made of the historical development of printing types up to the time of the invention of the printing press. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B.**3 units**

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

106. DESIGN APPRECIATION.**3 units**

A historical research of decorative design as used in textile, pottery, and jewelry, etc. An analysis of the composition and methods of print-

ing of the same and a study of motifs used by different peoples down to and including the present types and methods of making decorative design. Prerequisite: Art Structure.

Three one-hour periods per week.

190. PUBLIC SCHOOL ART.

2 units

This course is planned to meet the needs of the prospective teacher. It aims first to discuss ideals and objectives that will lead to the child's development; second, to gain a knowledge of the content essentials necessary to give the child creative pleasure, and some understanding of the place creative art has in our surroundings, in our clothes, home, school, and community. Prerequisite: Art Structure.

Two one-hour periods per week.

COMMERCE

5. MACHINE CALCULATION

2 units

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP.

1 unit

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards. Credit does not apply on A.B. degree.

Three one-hour periods per week.

14A. ACCOUNTING.

3 units

An introduction to the study of accounting. The mechanics of bookkeeping. Bookkeeping taught through the balance sheet approach. The general journal, specialized journal, cash receipts, cash disbursements, purchases and sales. Posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING.

3 units

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

18. BUSINESS LAW.

3 units

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills and bailments.

Three one-hour periods per week.

90. SALESMANSHIP.

2 units

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the preapproach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

125. ADVERTISING.

2 units

This course involves a study of the theory and practice of successful advertising. A study of the most successful advertising from actual

examples, collecting and criticizing these to formulate the principles that really govern effective advertising. Problems of space, type, engraving, writing copy, planning layouts, studies of advertising budgets and campaigns, and a general survey of the entire field. One semester. Not open to freshmen. Course not offered in 1930-31.

Two one-hour periods per week.

Secretarial Training

1A. SHORTHAND I.

4 units

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II.

4 units

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

2A. TYPEWRITING I.

2 units

Beginning technique and practice. An intensive course in touch type-writing designed to develop correct technique. This course will stress position, stroking, mechanical features, rhythmic writing, finger exercises, shifting drills, and analysis of errors.

Five one-hour periods per week.

2B. TYPEWRITING II.

2 units

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial typewriting, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods per week.

EDUCATION AND PSYCHOLOGY**1. GENERAL PSYCHOLOGY.****3 units**

This course comprises a study of the facts relating to the physical basis of mind, the nature of the mental process, and the laws governing mental actions, together with a study of the resulting behavior. The formation of correct study habits on the part of the students themselves is emphasized. Through self-observation of the ordinary mental experiences of the individual as supplementary to the material of the text and lectures, the work is supplemented in terms of the personal experience of the student, thus enabling him better to understand the fundamental principles underlying human behavior.

Three one-hour periods per week.

100. INTRODUCTION TO EDUCATION.**2 units**

The purpose of this course is to set before the student the opportunities and problems of the teaching profession and to help him to understand the part education plays in modern society. It is introductory to all the other courses in this department.

Two one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.**3 units**

Following General Psychology, this course embraces the study of the basic facts and principles of mental activity and applies them to the specific problems of teaching. The capabilities of the child as an individual are studied in the light of the general facts of psychological procedure, with special emphasis on the laws of learning and of habit formation. Pedagogical problems are given practical application through the study of the individual child under actual schoolroom conditions.

Three one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS.**3 units**

This course is taken simultaneously with practice teaching, thus providing the opportunity for practical application of principles and procedures involved under actual teaching conditions. Its main purpose is to place before the student the salient principles and fundamental processes involved in the practical use of standard tests in elementary school work. Various types of achievement tests are studied and a distinct effort is made to interpret the testing procedure according to the limitations and special problems of the small school system and to utilize it in diagnostic and remedial work. A study of the nature of intelligence tests of both group and individual types used in the placement and individual consideration of pupils forms an important part of the work. Statistical computation and representation is limited to that necessary for recording and properly interpreting results.

Three one-hour periods per week.

120. PRINCIPLES OF EDUCATION.**2 units**

The two main objectives in this course are first, the interpretation of life values and purposes as embodied in social relationships, history, literature, and the arts; and second, life contacts as determined by

science. It embraces the meaning of experienced learning, teaching, method, and other phases of educational procedure as interpreted in terms of changing conceptions in goals in education. This course consists of the study of the important problems involved in educational publicity together with practical application of the basic principles which must be understood to secure this necessary cooperative contact in order that both the schools and the public may progress together.

Two one-hour periods per week.

131. CURRICULUM AND OBSERVATION.

4 units

Teaching problems in some elementary school subjects: English, oral and written, spelling, reading, history, geography, and arithmetic. Observation and criticism of lessons observed in the College Elementary School.

Five one-hour periods per week.

134. READING IN THE ELEMENTARY SCHOOL.

2 units

Objectives, the nature of the reading process, including perception and recognition, eye movements, vocalization, rate, comprehension, organization, retention, appreciation, reproduction. General analysis of uses of reading and the uses of the specific reading skills. Attitudes essential to success; diagnostic and remedial instruction. A modern program of reading instruction.

Two one-hour periods per week.

137. RURAL EDUCATION.

2 units

The institutions, organizations, and conditions of rural communities throughout the United States and especially in California will be stressed. The rural school as the integrating factor in rural life will be placed in its proper perspective. The teacher as an exponent of the larger vision of the country in its economic, intellectual, and social relations to the urban communities will be specially emphasized. In the discussion of the curriculum, organization and methods of rural schools, attention will be given to the opportunity of rural teachers to assume a position of leadership in educational thought and practice in the state.

Two one-hour periods per week.

172. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

2 units

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular attention is given to the problem of individual differences and to the articulation of the elementary and secondary schools.

Two one-hour periods per week.

180. EDUCATION FOR CITIZENSHIP (Civic Education). 2 units

The purpose of this course is two-fold, to define the nature and scope of citizenship in its bearing on the individual as a member of the social unit, and to provide the prospective teacher with the concepts and methods necessary to present properly the facts and principles of good citizenship to the children in the schools. Actual problems arising from the social needs of the school are taken as a basis of the work. This practical application brings each student into actual contact with the fundamental

problems involved in the fact of citizenship. From the school group to the community and the state are logical steps.

Two one-hour periods per week.

192. PRACTICE TEACHING.

10 units

Efficiency in teaching can only be attained through the right kind of practice. This requires concentration on the problems involving the child taught rather than upon the subject matter as an end in itself. It involves the necessity of working under school conditions as they are. This course aims to provide the practical opportunities necessary to interpret the material of instruction in terms of the individual needs of the pupil under trained supervision.

Five half days per week for one semester.

COURSES FOR ADMINISTRATION AND SUPERVISION CREDENTIALS

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

Courses Leading to the Administration Credential and to the Supervision Credential, Class A

140. School Administration and Supervision_____	2 units
111. Growth and Development of the Child_____	2 or 3 units
124. Philosophy of Education_____	2 units
115. Educational Tests and Measurements_____	2 or 3 units
102. History of Education in the United States_____	2 units
142. The Work of an Elementary School Principal_____	2 units
141. Supervision of Instruction (problems of supervision)_____	2 units
137. Rural Education_____	2 units
139. The Elementary School Curriculum_____	2 units

ENGLISH

ENGLISH A.

This course gives drill in the mechanics of compositions. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION.

3 units

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION.

3 units

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

30. RECREATIONAL READING 1A.

1 unit

The purpose of this course is to introduce the student pleasantly to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

31. RECREATIONAL READING 1B.

1 unit

The purpose of this course is to introduce the student pleasantly to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly non-fiction. Prerequisite: Recreational Reading 1A.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.

3 units

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

3 units

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

100. NEWS WRITING.

3 units

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be

written to meet newspaper requirements. Students will also be given instruction designed to help them in supervising junior high school or high school newspapers.

Three one-hour periods per week.

115. THE ENGLISH LANGUAGE.

3 units

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three one-hour periods per week.

117. SHAKESPEARE.

3 units

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

151. CHAUCER.

3 units

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

155. MEDIEVAL LITERATURE.

3 units

Romances, histories, lyrics, legends, etc.—the various types of medieval literature in translations—are studied with special reference to Middle English literature. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660.

3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 TO 1780.

3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 TO 1832.

3 units

Prose and poetry of the Romantic Period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

DIVISION OF SPEECH AND DRAMA

1A. PUBLIC SPEAKING 1A.

3 units

This is an introductory study of the fundamentals of speech. It is essentially a practice course for the purpose of developing in the student the ability to appear before an audience and express himself in a pleasing and convincing manner. There is a minimum of theory and a maximum of actual practice in speech-making. Many brief, original talks are made

on topics of the day. Public Speaking 1A is a prerequisite for all other speech courses.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B.

3 units

This course is a continuation of 1A, and is also a practice course where "we learn to do by doing." A more thorough study is made of the purposes of speeches and of the specific demands of an audience upon the speaker. Our aim is to develop both skill in organizing ideas, and skill in the technique of delivery. The class is open to students who have completed 1A.

Three one-hour periods per week.

2A. FUNDAMENTALS OF EXPRESSION.

3 units

The purpose of this course is three-fold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, and use of action and business, general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature. Open to students who have completed Public Speaking 1A.

Three one-hour periods per week.

25A. DRAMATIC ACTIVITIES.

1 unit

Students may obtain special training and practice in dramatics by taking part in plays. Frequently, play casts are chosen from the college student body to prepare and present plays for assembly and public presentation. On statement of the instructor that fifty-four hours of satisfactory work have been completed, one credit will be granted.

25B. DRAMATIC ACTIVITIES.

1 unit

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in a different phase of play production, a second unit of credit will be granted.

25C. DRAMATIC ACTIVITIES.

1 unit

On statement of the instructor that fifty-four hours of satisfactory work have been completed which represents advance in quality over previous work or which represents work in still a different phase of play production, a third unit of credit will be granted.

111. PLATFORM READING.

3 units

A study of short stories, plays and novels suitable for oral reading purposes. Analysis, cutting and arrangement of scenes for platform reading, study of characters, and preparation for public presentation, will be included. Prerequisite: Fundamentals of expression.

Three one-hour periods per week.

121. THEATER WORKSHOP (Stage Craft). 2 units

A course in the elements of stage design, including practical work on local productions in the construction of sets and special properties, and in stage lighting.

One two-hour period, and one four-hour laboratory period per week.

155. PLAY PRODUCTION AND ACTING. 3 units

Here we have a practical laboratory course calculated to prepare students to direct dramatic activities in schools and communities. By the use of mimeographed copies of a number of selected plays, much actual work is done in blocking out and directing plays for presentation. Each student also takes part in one or more plays. Scenery, lighting, costuming and make-up are studied as they are needed in producing the plays. The organization and duties of the producing staff are learned. The class is open to students who have completed Public Speaking 1A.

Three one-hour periods per week.

160. CHILDREN'S DRAMATICS. 3 units

The first aim in giving a children's program should be the greatest possible development of the children participating, both in preparation and presentation. Entertainment for an audience is a secondary aim or one that can best be accomplished by putting the emphasis upon the growth of the child. In this course we should establish a point of view, learn to select and prepare suitable material, and gain some experience in presenting the material to children. The work will include the dramatization of stories and directing children's plays.

Three one-hour periods per week.

190. THE TEACHING OF SPEECH. 2 units

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: A comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature. Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one or more advanced speech courses.

Two one-hour periods per week.

191. CHILDREN'S LITERATURE AND STORY TELLING. 3 units

The basic consideration in this course is in terms of the needs and the interests of the child. We read widely from Children's Literature and endeavor to develop some standards of judgment in the selection of stories for children of various ages. The technique of story telling and

of dramatization is studied and actual practice is gained through telling stories and dramatizing them with the children in the training school and grammar school. The course is open to students who have completed Public Speaking 1A.

Three one-hour periods per week.

HOME ECONOMICS

1. ELEMENTARY FOOD STUDY.

3 units

A study of the principles underlying the selection and preparation of foods. Laboratory work given to develop skills and technique through experiments relating to foods with practical application to recipes.

One lecture, two two-hour laboratory periods per week.

2. PRINCIPLES OF CLOTHING.

3 units

A study of the underlying principles of hand and machine sewing developed in the construction of various types of garments and materials. A study of textiles and the use of the commercial pattern are included.

One lecture, two two-hour laboratory periods per week.

132. HOUSE DECORATION AND FURNISHING.

3 units

A study of the principles of art as applied to house furnishing problems. A study which aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, comfort.

One lecture, two two-hour laboratory periods per week.

190. CONTENT AND PROCEDURE IN HOME MAKING FOR ELEMENTARY SCHOOLS.

3 units

The objectives and organization of home making courses for elementary and junior high schools including methods of presentation, development of food study, clothing problems and hot lunch, especially for the rural school.

Three one-hour periods per week.

INDUSTRIAL EDUCATION

1. ELEMENTARY WOODWORK.

2 or 3 units

The purpose of this course in elementary woodworking is to offer an opportunity for practice in the beginning principles of construction in wood. An effort is made to familiarize the individual with the common tools and practices in the work through the construction of several pieces adapted to the ability of the student.

Two or three three-hour periods per week.

5. POTTERY.

2 or 3 units

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for handwork.

All of the processes are taken up from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three three-hour periods per week.

7. MECHANICAL DRAWING.

2 units

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two two-hour periods per week.

8. ART FIBRE FURNITURE WEAVING.

3 units

Art fibre furniture weaving is offered for those who are interested in the fascinating art of weaving wicker furniture. Both reed and art fibre are used in the construction of many interesting pieces. Lacquering and finishing are also studied in the practical application of the materials on the pieces.

Three three-hour periods per week.

10. HOUSE PLANNING AND PERSPECTIVE DRAWING.

3 units

Students who are interested in a home or a school will find this course very valuable. It is given with the hope of aiding in the betterment of American homes, or "The Home Beautiful."

The house is studied from the point of view of convenience, service, beauty, and cost of construction. Grounds are planned and laid out and houses located. The demands of good school buildings of an elementary type are studied.

Three one-hour periods per week.

12. METAL ARTS.

2 units

Metal arts is quite often classified under "Hammered Copper Work and Jewelry," and is a course in which the student's ability will govern whether the course is to be elementary or advanced. Making of bowls,

lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Two three-hour periods per week.

15. TOY CRAFT.

3 units

This course covers the field of simple toys for children. Students construct samples of the various types.

Three three-hour periods per week.

101. ADVANCED WOODWORK.

3 units

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three three-hour periods per week.

102. JEWELRY.

3 units

This is a continuation course to be taken after the student has had the course in Metal Arts. It will deal with advanced problems in metal work, teaching methods, equipments, costs, and problems of a like nature.

Three three-hour periods per week.

103. THE ART OF HOUSE DESIGN.

3 units

This is a continuation course following the one given in House Planning and should not be taken until the other one has been completed. In the work given here the student will put into practice much of the training given in the other course which could only be touched upon at that time. Houses will be designed, estimates figured, contracts and labor problems taken up, and construction problems discussed.

Three two-hour periods per week.

105. COMMERCIAL POTTERY PRODUCTION.

3 units

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gained in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three three-hour periods per week.

190. SPECIAL METHODS IN MANUAL TRAINING.

2 units

This course is planned for seniors who find that they are in need of training to teach shop work. Often a teacher is called upon to teach shop work in connection with some of the regular subjects. This course is planned to fit the need of students under such conditions. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two two-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY.**

2 units

Subject matter: Elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

D. INTERMEDIATE ALGEBRA.

2 units

Subject matter: Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two one-hour periods per week.

MATHEMATICS 3 and 4. Introductory note.

A knowledge of calculus (and its prerequisites) enables the student to solve problems concerning variable quantities; precisely as a knowledge of arithmetic or algebra enables him to solve questions concerning constant quantities. Students intending to take up scientific courses should note that calculus is necessary for the solution of many problems which arise in physics and engineering.

3A. COORDINATE GEOMETRY.

3 units

Subject matter: A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.

3 units

Subject matter: A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three one-hour periods per week.

4A. INTEGRAL CALCULUS.

3 units

Subject matter: A review of differential calculus and study of integral calculus. Prerequisite: Differential calculus.

Three one-hour periods per week.

4B. INTEGRAL CALCULUS (Continued).

3 units

Subject matter: Space coordinate geometry, calculus of three variables, infinite series, introduction to differential equations and applications of integral calculus to problems in geometry, physics, and engineering. Prerequisite: Mathematics 4A.

Three one-hour periods per week.

MODERN LANGUAGES

French

FRENCH A.

5 units

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods.

Five one-hour periods per week.

FRENCH B.

5 units

Elementary French. This is a continuation of French A, but more amplified. English is practically eliminated beginning with this course. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the students to think in French. Prerequisite: Course A, or two years of high school French.

Five one-hour periods per week.

FRENCH C.

3 units

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. Prerequisite: Course B, or three years of high school French.

Three one-hour periods per week.

FRENCH D.

3 units

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three one-hour periods per week.

101. SURVEY OF FRENCH LITERATURE.

3 units

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as Corneille, Racine and Moliere, of the 17th century period; to Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, of the Romantic period, and to modern writers as Daudet, Brieux, Pierre Loti and others.

Three one-hour periods per week.

102. SURVEY OF FRENCH LITERATURE.

3 units

A continuation of the study of French literature, giving particular attention to drama.

Three one-hour periods per week.

Spanish

SPANISH A.

5 units

Elementary Spanish. This is a beginner's course. The same methods are followed in the teaching of Spanish as are practiced in the teaching of French. A scientific demonstration of Spanish vocal sounds is made. The Castilian pronunciation is taught. Elements of grammar and easy composition, together with gradual conversation.

Five one-hour periods per week.

SPANISH B.

5 units

Elementary Spanish. This course is a continuation of Spanish A, and is made conversational as much as possible. Prerequisite: Course A, or two years of high school Spanish.

Five one-hour periods per week.

SPANISH C.

3 units

Intermediate course. This is a combination of composition and conversation aiming at acquiring idiomatic Spanish. Sight reading without translation. Prerequisite: Courses A and B, or three years of high school Spanish.

Three one-hour periods per week.

SPANISH D.

3 units

Intermediate course. This is an entirely conversational course. Texts from modern writers are used, and the student is taught to put the content of paragraphs into his own Spanish. Prerequisite: Spanish A, B, and C, or their equivalent of high school Spanish.

Three one-hour periods per week.

101. A GENERAL SURVEY OF SPANISH LITERATURE.

3 units

Reading from writers of El Siglo de Oro, such as Lope de Vega, Tirso de Molino, Calderon de la Barca, and Cervantes. It will be followed by a study of writers of the Romantic and Modern periods such as Fernan Caballero, Perez Galdos, Espronceda, Juan Valera and others. Spanish D a prerequisite.

Three one-hour periods per week.

102. A GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE.

3 units

This course will introduce a large number of modern writers of the American continent, such as Ruben Dario, Sor Juana de la Cruz, Amado Nervo, Juan de Ibarbourou, Diaz Miron and others.

Three one-hour periods per week.

MUSIC

- 1A. INTRODUCTORY SIGHT SINGING.** 1 unit
Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music.
Two one-hour periods per week.
- 1B. ADVANCED SIGHT SINGING.** 3 units
Study of the aural and visual elements of music; terminology; key structure, etc. Practice in reading melodies and part songs at sight. Test: Progressive Series Books I and II, and Twice 55 Community Songs.
Three one-hour periods per week.
- 2A. EAR TRAINING AND MUSIC WRITING I (Dictation).** 2 units
Exercise in aural analysis and writing from dictation, melodies, intervals and simple four part harmonic progressions. Copying and transposing melodies, part songs and piano accompaniments. Making mimeograph stencils.
Two one-hour periods per week.
- 2B. ADVANCED EAR TRAINING.** 2 units
Two, three, and four part dictation. Primary and secondary triads and seventh chords in inversions. Simple alterations. Writing of simple chorales from dictation.
Two one-hour periods per week.
- 3A. MUSIC HISTORY AND APPRECIATION 1A.** 3 units
History of musical development from primitive times to the eighteenth century.
Three one-hour periods per week.
- 3B. MUSIC HISTORY AND APPRECIATION 1B.** 3 units
History of musical development from Classical to Modern era. History of American music.
Three one-hour periods per week.
- 4A. ELEMENTARY HARMONY.** 3 units
Dictation and study of scale structure, intervals, chord structure and harmonization of melodies. Extensive ear training and keyboard work in the presentation of all the work to make the course as practical as possible. Common chords and inversions, major and minor intervals, and chords in close and open position. Prerequisite: Some knowledge of piano and sight singing.
Three one-hour periods per week.
- 4B. INTERMEDIATE HARMONY.** 3 units
More difficult harmonizations, by tones, analysis and keyboard practice in four-part harmonies. Dictation and extensive ear training with all the work. Passing tones, cadences, secondary harmonies. Prerequisite: Elementary harmony.
Three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE. 1 unit

Part songs for women's voices. This course affords opportunity for the study of three and four-part choral compositions, voice development, interpretation, building repertoire and public appearance as a group. Try-outs are held by the director for applicants.

Three one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE. 1 unit

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

Three one-hour periods per week.

10A, B, C. ORCHESTRA. 1 unit

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

Three one-hour periods per week.

16. VOCAL ENSEMBLE. 1 unit

Practice in reading part-song material. Open to advanced students or those showing greatest proficiency in Sight Singing 1B. Texts: Junior Music, Laurel S. A. B., and Octavo.

Three one-hour periods per week.

101. ADVANCED HARMONY. 3 units

Chromatic harmonies, modulations, more advanced harmonizations.

Prerequisite: Intermediate harmony.

Three one-hour periods per week.

105. FORM AND ANALYSIS. 2 units

A practical and analytical course in formal structure of music. Song form and its formation elements.

Two one-hour periods.

109. CONDUCTING. 3 units

Study of song material suitable for Junior and Senior High School choruses, interpretation and baton technique.

Three one-hour periods per week.

113. ADVANCED FORM AND ANALYSIS. 2 units

A continuation of Form and Analysis I, including all song form designs and variations.

Two one-hour periods per week.

190. PUBLIC SCHOOL MUSIC. 2 units

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two one-hour periods per week.

191. EAR TRAINING METHODS.**1 unit**

Study of the problem of tone-deficiency and devices for its cure.
Three one-hour periods per week.

192. MUSIC APPRECIATION METHODS.**3 units**

Organization materials and procedure for teaching music appreciation in the elementary schools.
Three one-hour periods per week.

193. CREATIVE MUSIC.**2 units**

An approach to Music Education in all its phases based upon the interests and creative powers of the child. Music understanding, music reading, pleasurable participation, creative expression and appreciation as a natural result of child experience rather than an accumulation of factual knowledge. Music as a part of the activity and social science programs and its integration with large units of work.
Two one-hour periods per week.

194. RHYTHMICS.**1 unit**

A study of the possibilities of the rhythmic development of the individual. Imitative rhythms, rhythmic games, folk dancing, rhythmic interpretation of music and the rhythm band.
One one-hour period per week.

PHILOSOPHY**5A. INTRODUCTION TO PHILOSOPHY 1A.****3 units**

A consideration of the nature and meaning of philosophy as applied to the problems of formal and inductive logic, scientific explanation, and the formal fallacies. It appeals to those who appreciate logical proof in argument, or in critical analysis.
Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY 1B.**3 units**

Special consideration of the basic problems of philosophy such as the meaning and nature of causality. The philosophy of cosmology, ontology, and epistemology as applied to man's interpretation of the Universe is considered in a general way.
Three one-hour periods per week.

PHYSICAL EDUCATION

2. HYGIENE.

2 units

This course deals with physical and mental well being, and includes the hygiene of nutrition, action, and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading, recitation, and individual health conferences. Community health is also emphasized in an effort to develop the proper attitude toward public health problems.

Two one-hour periods per week.

PHYSICAL ACTIVITIES.

Two hours of participation in Physical Activities is required of all students each semester.

50A-D. PHYSICAL ACTIVITIES FOR MEN.

 $\frac{1}{2}$ unit

Activity courses open to men will be offered in combinations of the following activities: Baseball, basket ball, football, boxing, volley ball, speedball, soccer, track and field, handball and gymnastics.

Two one-hour periods per week.

52A-52B. PHYSICAL ACTIVITIES FOR FRESHMEN (Women.)

 $\frac{1}{2}$ unit

Participation in team games. Each semester's work will be divided into three units of six weeks each. Students will be required to meet a certain standard of proficiency as determined by physical efficiency tests, and demonstrate in addition their knowledge of the content and rules of the activities.

Two one-hour periods per week.

52C-D. PHYSICAL ACTIVITIES FOR WOMEN (Advanced).

 $\frac{1}{2}$ unit

Activity courses open to women who have completed the required Freshman course will be offered in combinations of the following activities: Games of low organization, folk dancing and clogging, archery, gymnastics, field hockey, volley ball, speedball, soccer, baseball and basket ball.

Two one-hour periods per week.

54A-D. RESTRICTED ACTIVITIES.

 $\frac{1}{2}$ unit

Limited individual exercise for students who are excused from the regular activity courses. The nature of the individual work offered will be governed in each case by the recommendation of the college physician.

Two one-hour periods per week.

61A. CLOGGING (Elementary).

 $\frac{1}{2}$ unit

Elementary waltz clog, tap, and step dancing, leading to original routines by students.

Two one-hour periods per week.

61B. CLOGGING (Advanced).

 $\frac{1}{2}$ unit

Advanced tap, soft shoe, and step dancing with original routines by students.

Two one-hour periods per week.

62A-D. ATHLETICS (For Men). $\frac{1}{2}$ unit

Participation in seasonal sports.

Fall semester—Football and basket ball.

Spring semester—Basket ball, baseball, and track and field.

Three one-hour periods per week.

63A-D. ATHLETICS (For Women). $\frac{1}{2}$ unit

This course provides opportunity for participation in seasonal sports for women.

Fall semester—Hockey and basket ball.

Spring semester—Volley ball, baseball, track and field.

Three one-hour periods per week.

64A-B. TENNIS (Beginning, Men and Women). $\frac{1}{2}$ unit

Practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles.

Two one-hour periods per week.

64C-D. TENNIS (Advanced). $\frac{1}{2}$ unit

Practice in advanced tennis tactics, and participation in tournaments which are held as a regular part of the class work.

Two one-hour periods per week.

65. TUMBLING. $\frac{1}{2}$ unit

Limbering and stretching exercises followed by acrobatics, stunts, and pyramid building.

Two one-hour periods per week.

101A-D. PHYSICAL ACTIVITIES FOR MEN. $\frac{1}{2}$ unit

Two hours of activity per week during the Junior and Senior years.

A continuation of course 50A-D.

Two one-hour periods per week.

102A-D. PHYSICAL ACTIVITIES FOR WOMEN. $\frac{1}{2}$ unit

Two hours of activity per week during the Junior and Senior years.

A continuation of course 52A-D.

Two one-hour periods per week.

151. KINESIOLOGY (Applied Anatomy).

3 units

The study of anatomy with special emphasis on the anatomy of muscles and joints, and its application to the movements involved in exercises and sports.

Three one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION.

3 units

This course attempts to formulate aims and objectives in physical education, on the basis of scientific fact and educational ideals.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION.

2 units

Examination of the aims and administration of all the agencies engaged in the promotion of community recreation, with particular emphasis on the study of public playgrounds, social centers, and recreation camps.

Two one-hour periods per week.

190A. METHODS IN PLAYS AND GAMES. ½ unit

Participation in and conduct of simple relays, circle games, running games, and team games of low organization suitable for elementary school children.

Two one-hour periods per week.

190B. METHODS IN PLAYS AND GAMES. ½ unit

Participation in and conduct of singing games, folk dances, and rhythmic activities suitable for children of the elementary school.

Two one-hour periods per week.

191. METHODS IN FIRST AID AND ATHLETIC CONDITIONING. 1 unit

The first aid treatment of the accidents and injuries which occur most frequently in athletics, together with a study of the methods of training and conditioning in athletics.

Two one-hour periods per week.

192A. METHODS IN COACHING (Men). 1 unit

Football and basket ball. The theory of coaching football and basket ball. A study of the various systems of individual and team offense and defense. Two days a week devoted to theory, and one day to practice in coaching and officiating.

Three one-hour periods per week.

192B. METHODS IN COACHING (Men). 1 unit

Baseball and track and field. Theory and practice in batting, bunting, pitching, and infield and outfield play, and methods of coaching sprinting, distance running, and field events.

Three one-hour periods per week.

193A. METHODS IN COACHING (Women). 1 unit

Hockey and basket ball. The technique and coaching of field hockey and girls' basket ball. Two hours of theory and one hour of practice in coaching per week.

Three one-hour periods per week.

193B. METHODS IN COACHING (Women). 1 unit

Baseball, volley ball, and track and field sports. The technique and coaching of girls' baseball, volley ball, and track and field sports.

Three one-hour periods per week.

195. METHODS IN HEALTH EDUCATION. 2 units

An analysis of the habits, attitudes, and information essential for health, and the part that each school subject in the elementary school can contribute to a health program. Practical work in the carrying out of health projects is required.

Two one-hour periods per week.

196. METHODS IN CORRECTIVE PHYSICAL EDUCATION. 2 units

A study of the place of individual gymnastics in physical education, and the conditions for which it is advisable. The student is given an

opportunity to become thoroughly familiar with the remedial exercises that are of value in correcting defective posture.

Two one-hour periods per week.

199. THE ORGANIZATION OF PHYSICAL EDUCATION.

2 units

The planning of a physical education program for the elementary school, the leadership of children in their play activities, their classification for play purposes, and the planning of play space and equipment are discussed and demonstrated in this course. Practical work in organizing and conducting physical activities is required of each student.

Two one-hour periods per week.

198. PRACTICE TEACHING IN PHYSICAL EDUCATION.

4 units

Directed teaching of physical education in the Elementary and Junior High School. Prerequisite for students desiring Physical Education Credential with the General Elementary Credential or with the General Junior High School Credential is at least five semester units in general practice teaching.

Ten one-hour periods per week.

SCIENCE, BIOLOGICAL AND PHYSICAL

Agriculture

1. ELEMENTARY AGRICULTURE.

3 units

A study of general agricultural problems which students will meet in teaching in rural communities.

Three one-hour periods per week.

Astronomy

1. ELEMENTS OF ASTRONOMY.

3 units

This course gives a general survey of the general facts and principles of the solar system and the stars and other heavenly bodies. The more important stars and constellations are learned.

Three one-hour periods per week, with frequent sessions in the evenings.

Botany

2A. GENERAL BOTANY.

4 units

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour periods and two three-hour periods per week.

2B. GENERAL BOTANY.

4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour periods and two three-hour periods per week.

104A. FOREST BOTANY.

3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms.

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS.

3 units

A study of representative orders of flowering plants: their habits and growth, structure, classification, and geographical distribution.

Two three-hour laboratory periods and three hours field work per week.

Chemistry

1A. GENERAL INORGANIC CHEMISTRY.

5 units

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued). 5 units

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Three one-hour lecture periods and two three-hour laboratory periods per week.

Geology

1A. GENERAL GEOLOGY.

3 units

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

1B. HISTORICAL GEOLOGY.

3 units

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three one-hour periods per week. A few field trips and some laboratory work by arrangement.

2. ELEMENTARY PHYSIOGRAPHY.

3 units

A study of the surface features of the earth and the geologic processes that have affected their development. The principles of topography and climate.

Three one-hour periods per week, with field work.

Nature Study

190. NATURE STUDY.

3 units

The primary objective of this course is to develop teachers of nature study. As one of the first steps is appreciation of nature and to know something of the various aspects of nature, a part of this course is given to making a first-hand acquaintance with the stars, the flowers, the birds, the trees, and the sea. The animals found in the diverse habitat near the college will be studied. The practical, successful methods of teaching nature study to children in the grades will be taken up. Correlation with other subjects will be emphasized. An opportunity will be given to develop individual initiative in the methods of teaching nature study and in testing these methods in actual practice.

Two one-hour periods and one three-hour laboratory period per week.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS.

3 units

Prerequisite: High school trigonometry; high school chemistry or physics recommended.

Two one-hour lectures and one three-hour laboratory period per week.

1B. HEAT AND THE PROPERTIES OF MATTER.

3 units

Prerequisite: High school chemistry, high school physics, or physics 1A.

Two one-hour lecture periods, and one three-hour laboratory period per week.

1C-1D. GENERAL PHYSICS.**3-3 units**

Magnetism, electricity, wave motion, sound and light presented as a continuation of 1A-1B. Prerequisite: Physics 1A and 1B.

Two one-hour lecture periods, and one three-hour laboratory period per week.

10. THE MODERN VIEW OF THE PHYSICAL WORLD.**3 units**

The development of human thought and experimental observation which have led to the modern view of the physical world.

Three one-hour periods per week and one two-hour laboratory period per week.

Physiology**1. INTRODUCTORY PHYSIOLOGY.****4 units**

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Two lectures and two three-hour laboratory periods per week.

Zoology**1A. GENERAL ZOOLOGY.****4 units**

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY.**4 units**

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

10. GENERAL BIOLOGY.**3 units**

An outline of the main events and principles of animal biology with special reference to evolution, heredity, eugenics, and the bearing of biology upon human life. Lectures with assigned reading and reports, demonstrations and field trips.

Two one-hour lectures, and one two-hour laboratory period per week.

112. INVERTEBRATE ZOOLOGY.**4 units**

Structure, classification, development and phylogeny of the invertebrates with special references to the local fauna, both marine and fresh water. Lectures, special problems, laboratory and field work.

Two lectures and two three-hour laboratory periods or field trips.

113. GENERAL VERTEBRATE ZOOLOGY.**4 units**

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior,

distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics.

Two lectures, and two three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION.

3 units

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution.

Three one-hour periods per week.

115. EUGENICS.

3 units

A study through discussion and assigned reading of race problems, immigration, growth of population and the eugenic movement.

Three one-hour periods per week.

SCIENCE, SOCIAL

Economics

1A. PRINCIPLES OF ECONOMICS.

3 units

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. I, with supplementary readings from other authors.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS.

3 units

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. II, with supplementary readings from other authors. Prerequisite: Economics 1A. Note: Economics 1A, 1B, are prerequisites to all advanced work in Economics.

Three one-hour periods per week.

11. ECONOMIC HISTORY OF THE UNITED STATES. 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors. (Economics 1A is recommended as a preliminary background for this course.)

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING.

3 units

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i. e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more extensive examination of the problems of business cycles, government regulation and foreign trade financing.

Three one-hour periods per week.

150. LABOR ECONOMICS.

3 units

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social

programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three one-hour periods per week.

189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

3 units

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE.

3 units

Theory of international trade, balance of trade and payments, foreign exchanges and the financing of foreign trade, international debts, government control and direction of international trade, etc.

Three one-hour periods per week.

Geography

1. ELEMENTS OF GEOGRAPHY.

3 units

Treating of earth, air, and water as affecting life and human affairs, emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, etc., and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY.

3 units

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, etc., and such other subjects as treated in "*Principles of Human Geography*" by Huntington and Cushing supplemented by material found in such books as "*Industrial and Commercial Geography*" by J. Russel Smith.

Three one-hour periods per week.

History

4A. EUROPEAN HISTORY.

3 units

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes survey of the Reformation, the industrial revolution, and the French Revolution.

Three one-hour periods per week.

4B. EUROPEAN HISTORY.**3 units**

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.**3 units**

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three one-hour periods per week.

8B. HISTORY OF THE AMERICAS.**3 units**

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three one-hour periods per week.

**153. ENGLAND UNDER THE TUDORS AND STUARTS,
1485-1689.****3 units**

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan revolution, the Civil war, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750.**3 units**

An account of the older overseas empire and its breakup; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and the Pacific.

Three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION.**3-3 units**

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative ideals in the control of backward peoples.

Three one-hour periods per week.

181A-181B. THE HISTORY OF THE WEST.**3-3 units**

Territorial growth of the United States, the diplomacy and politics of expansion, the settlement and development of the West, and the influence of expansion upon American institutions and upon international affairs at each stage of advance. The emphasis will be upon the trans-Mississippi West.

Three one-hour periods per week.

Political Science

1A. COMPARATIVE GOVERNMENT.

3 units

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

3 units

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT.

3 units

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States constitution established by the legislature of California.

Three one-hour periods per week.

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INDEX

	Page		Page
Accounting	66	Historical	14
Administration	35	History	93
Administration Credential	52	Home Economics	75
Admission	44	Honor Points	35
Advanced Standing	45	Humboldt Collegians	39
Alumni Association	32	Industrial Arts	76
American Government	95	Institute Service	33
Amount of Work	35	Junior Certificate	51
Appointment Service	32	Junior College Course	51
Aptitude Test	46	Language and Literature	71
Arcata	15	Lectures and Entertainments	32
Art	63	Library	31
Astronomy	88	Literati	40
Associated Women Students	40	Living Arrangements	33
Athletics	38	Loan Fund	34
Attendance	37	Location	15
Bookstore	34	Marking System	35
Botany	88	Mathematics	78
Calendar	4	Measurements	68
Campus	17	Music	81
Chemistry	88	Official Directory	5
Civic Education	69	Orchestra	82
Climate	16	Philosophy	83
Coaching	86	Physical Education	84
College Elementary School	12	Physical Examination	45
Commerce	66	Physics	89
Constitution, U. S.	95	Political Science	95
Cosmopolitan Club	41	Practice Teaching	70
Courses of Instruction	63	Probation	36
Degree Courses	12	Programs	35
Education		Psychology	68
Biological Science		Public Speaking	72
English		Recreation	19
Social Science		Redwoods	27
Physical Education		Reports	36
Diploma	50	Rural Education	13
Dormitories	33	Scholarship Index	36
Dramatics	72	Science	88
Economics	92	Self-Government	38
Education	68	Self-Help	34
Employment	34	Semester Unit	35
English	71	Shorthand	67
English A Examination	46	Social Life	41
Expenses	33	Social Science	92
Extension Service	32	Spanish	80
Extra-Curricular Activities	38	Speakers' Bureau	33
Faculty	7	Speech	72
Fees	34	Student Body	38
French	79	Student Teaching	46
Fundamentals	46	Supervision Credential	53
General Information	12	Teachers College	12
Geography	93	Typing	67
Geology	89	Unit Defined	35
Graduation	48	Zoology	90

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HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1931-1932



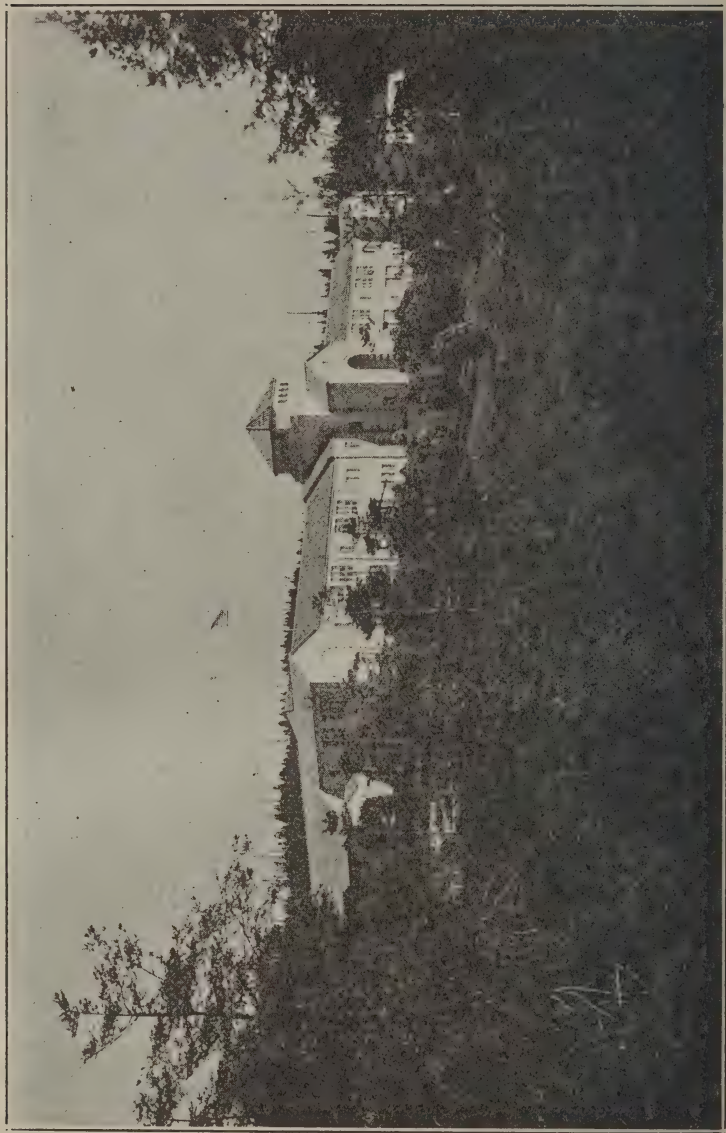
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HUMBOLDT STATE TEACHERS COLLEGE

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COLLEGE YEAR 1931-1932

A State College for the Training of Teachers for the Public Schools
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INTRODUCTORY

CALENDAR, 1931-1932

Fall Semester 1931

Saturday, August 29-----Examination in English A, 9 a.m. to 12 m.
Freshmen Registration 9 a.m. to 5 p.m.

Monday, August 31-----General Registration

Tuesday, September 1-----Instruction begins

Wednesday, September 9-----Admission Day

Wednesday, November 11-----Armistice Day

Thursday, November 26, to Sunday, November 29----Thanksgiving recess

Saturday, December 19, to Sunday, January 3-----Christmas holidays

Tuesday, Wednesday, Thursday, January 12, 13, 14, Semester examinations

Spring Semester 1932

Saturday, January 16-----Examination in English A, 9 a.m. to 12 m.
Freshmen Registration, 9 a.m. to 5 p.m.

Monday, January 18-----General Registration

Tuesday, January 19-----Instruction begins

Saturday, March 19, to Sunday, March 27-----Spring vacation

Wednesday to Friday, May 25, 26, 27-----Semester examinations

Friday, May 27-----Commencement

Summer Session 1932

Probable dates, June 20 to July 29.

OFFICIAL DIRECTORY
HUMBOLDT STATE TEACHERS COLLEGE
Administered Through
the
STATE DEPARTMENT OF EDUCATION

State Board of Education

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FACULTY

GIST, ARTHUR S.

PRESIDENT.

B.Ed., 1916; A.M., 1918, University of Washington; additional graduate work University of California and Columbia University. Elementary School Principal, Seattle, Washington, 1906-27, and Oakland, California, 1927-28; Director Teacher Training, San Francisco State Teachers College, 1928-30; Lecturer in Education, University of Washington, 1926-27; Lecturer in the Extension Division, University of California., 1927-29. Author: Elementary School Supervision; Administration of an Elementary School; The Teaching and Supervision of Reading (co-author); New Stories from Eskimo Land (co-author). Editor of Yeabooks, Department of Elementary School Principals, National Educational Association. At Humboldt since 1930.

ARNOLD, HOMER L.

ASSOCIATE PROFESSOR OF EDUCATION

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B.S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana, 1915; A.M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917; Stanford University, 1924. Six years experience as elementary and high school teacher; four years experience as high school principal; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. At Humboldt since 1921.

BALABANIS, HOMER P.

PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; A.M., University of Chicago, 1923; additional graduate work, University of Chicago, University of California and Stanford University. Assistant, School of Commerce and Administration, University of Chicago, 1922-23; teaching assistant, School of Social Science, Stanford University, 1928-29. At Humboldt since 1923.

BESTOR, RUTH E.

ASSISTANT PROFESSOR OF EDUCATION.

Graduate Kindergarten-Primary Course, University of Chicago, 1909; B.S., Columbia University, 1928; Graduate study, 1928-30. Kindergarten and First Grade Teacher, Kalamazoo, Michigan, 1909-26; Critic Teacher, Western State Normal, 1916-25; Demonstration First Grade, Western State Normal, Summer 1923; Critic Teacher, Kindergarten, University of California at Los Angeles, Spring, 1927; Demonstration Kindergarten, University of California at Los Angeles, Summers 1927-28; Teacher, Second Grade, Progressive School of Los Angeles, 1928-31. At Humboldt since 1931.

CLUXTON, Henry T.

ASSISTANT PROFESSOR OF EDUCATION.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; A. M., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools, Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions, 1917-24; Instructor, Chico State Teachers College, Summer Session, 1927. At Humboldt since 1927.

COLBURN, HELEN L.

ASSISTANT IN INSTRUCTION, CAMP FIRE WORK.

Graduate St. Luke's Hospital Training School for Nurses, Spokane, Washington, R.N., 1928; attended University of Washington, Fall and Winter Quarters, 1928; attended National Camp Fire Training Courses, 1929-30. Humboldt County Camp Fire Executive, 1929---; directed Humboldt County Camp Fire Camp, Summers 1929-30. At Humboldt since 1930.

CRAIG, ANN V.

PROFESSOR OF PHYSICAL EDUCATION.

A.B., Mills College, 1924; A.M., Columbia University, 1928. Assistant in Physical Education, Mills College, 1924-25; Acting Head, Department of Physical Education for Girls, David Starr Jordan High School, Los Angeles, 1925-27; Mills College Field Hockey and Sports Camp, July, 1927; Instructor in Physical Education, University of Virginia, Summer Session, 1928; Instructor of Physical Education, Occidental College, 1928-31. At Humboldt since 1931.

DAVIES, SARAH

SECRETARY TO THE PRESIDENT.

B.S., Linfield College, 1930; Secretary in office of Principal of high school, Everett, Washington, 1923-24; Secretary to Superintendent of Schools, Longview, Washington, 1925-26; Secretary to the President of Linfield College, 1928-29; Student Assistant in the Department of Business Administration, Linfield College, McMinnville, Oregon, 1929-30. At Humboldt since 1930.

DICKSON, BELLE L.

ASSISTANT PROFESSOR OF EDUCATION.

Graduate Cheney Normal School, Cheney, Washington, 1911; student, University of California, Summer Session, 1921; student, University of Chicago, Summer Sessions 1922, 1923, 1924, 1925 and Spring and Summer, 1931. A.B., University of Washington, 1927. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

FOLSOM, ELMA McCANN

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Washington State College, 1929; A.M., Washington State College, 1930; additional graduate work, University of California, Emerson School, University of Oregon. Instructor in Elementary Department, Washington State College, 1913-14; Instructor in English in Seattle High Schools, 1916-21; Professor of English, Michigan State Normal College, Ypsilanti, Michigan. At Humboldt since 1930.

GOODWIN, CHARLES A.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

Student at State Teachers College, Kirksville, Missouri, 1923-24; B.S., Oregon State College, 1927; M.S., University of Oregon, 1930; Instructor, Oregon State College, 1928-29; Teaching Fellow, University of Oregon, 1930-31; Summer and Post Sessions Instructor, University of Oregon, 1930-31.

GRAVES, C. EDWARD

LIBRARIAN.

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor, Wesleyan University, 1909-11; with University of Illinois library, 1914-17; Librarian, Minnesota Historical Society, 1917-20. At Humboldt since 1924.

HICKLIN, MAURICE

PROFESSOR OF ENGLISH.

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; A.M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925; Instructor in 1927 and 1928 Summer Sessions, University of California at Los Angeles. At Humboldt since 1925.

HOLLISTER, FREDERIC M.

ASSOCIATE PROFESSOR OF SOCIAL SCIENCE.

A.B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A. M., Columbia University, New York, 1926; graduate student, Stanford University,

Summer Session, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

HOWE, J. WENDELL ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCE.

B.S., Oregon State College, 1924; graduate work University of California, 1925-26 and 1928-29; A.M., Stanford University, 1930. Nurseryman, 1924-25; Instructor in high school science, 1926-29; Ranger-Naturalist, Yosemite National Park, 1930; Instructor in Cryptogamic Botany and Invertebrates, Yosemite Field-School of Natural History, 1930. At Humboldt since 1930.

JENKINS, HARRY L. COLLEGE PHYSICIAN.

A.B., University of California, 1920; M. D., University of California, 1925. Practicing physician in Humboldt County since August, 1925. At Humboldt since 1928.

JENKINS, HORACE R. ASSOCIATE PROFESSOR OF INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S., Oregon Agricultural College, 1927; M.S., Oregon Agricultural College, 1928. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

JOHNSON, ADELLA ASSOCIATE PROFESSOR OF MODERN LANGUAGES.

A.B., University of Minnesota, 1905; A.M., University of Washington, 1925; graduate work at Stanford University, summers of 1926-27; Columbia University, summer of 1928; four summers at University of Minnesota; studied in France during summer of 1929; Teaching Fellow at University of Washington, 1925; fourteen years teaching experience in cities of Minnesota and Washington; Teacher of French and Latin at Spearfish Normal School, Spearfish, South Dakota, 1925-31. At Humboldt since 1931.

JOHNSON, ELLEN O. ASSOCIATE PROFESSOR OF HOME ECONOMICS.

B.S., Oregon State College, 1921; graduate work, University of Oregon, Summer Session, 1921; University of California, Summer Session, 1924, and Oregon State College, Summer Session, 1925. Instructor, Beaverton High School, Beaverton, Oregon, 1921-23; Instructor, Astoria High School, Astoria, Oregon, 1923-26; Head of Home Economics Department and Director of Cafeteria, Longview, Washington, 1926-29; Summer Session Instructor, Humboldt State Teachers College, 1927, 1929. At Humboldt since 1929.

LITTLE, STELLA SANKEY PROFESSOR OF ART.

A.B., Stanford University, 1913; advanced work at Stanford and the University of California, Summer Sessions of 1906, 1908 and 1911; study of masterpieces in art in various art galleries of Europe, 1910; A.M. and Fine Arts Supervision Certificate, Columbia University, 1928; Summer Session, Eugene, and Post Session, Alaska, University of Oregon, 1931; Art Instructor in Miss Harker's School for Girls, 1904-6; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

MACGINITIE, HARRY D. ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27. Teacher, Caruthers Grammar School,

Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California. At Humboldt since 1928. (On leave of absence, 1931-32.)

McKAY, FRANCIS H.

ASSISTANT PROFESSOR OF MUSIC.

B.M., University of Washington, 1924; M.A. in Music, University of Washington, 1931; Instructor in Music, High School, Rochester, New York, 1922-24; Instructor in Music, Montana State Normal, Dillon, 1924-25; Instructor in Music, Spearfish High School, South Dakota, January-June, 1926; Instructor in Music, Birmingham High School, Alabama, 1926-27; Assistant Professor of Music, Kirksville State Teachers College, Missouri, 1927-29; Instructor in Music, Lincoln High School, Seattle, Washington, 1929-30. At Humboldt since 1930.

McLANE, LUCY NEELY **PROFESSOR OF ENGLISH AND SPEECH ARTS.**

A.B., Colorado State Teachers College, 1915; B.L.I., Emerson College of Oratory, Boston, 1923; A.M., Stanford University, 1928; Graduate Student, Columbia University, 1916; Graduate Student, Boston University, 1922. Assistant Director of Story Telling and Dramatic Art, Boston Settlement, 1921; Department of Oral English and Dramatic Art, Colorado State Teachers College, 1916-30; Director of Children's Theater, Colorado Teachers College, 1924-29. At Humboldt since 1930.

MOHR, LILLIAN R.

HEAD RESIDENT, SUNSET HALL.

Graduate, Thomas Normal Training School, Detroit, 1919; Graduate, State Normal School, Ellensburg, Washington, 1920; attended University of California, Summer Session, 1921-23; attended University of Southern California, Summer Session, 1927-28. Supervisor of Music, Training School, Ellensburg Normal, 1919-1921; Director of Music, City Schools, Bellingham, Washington, 1921-27; Assistant Supervisor of Music, Pasadena Public Schools, 1927-31. At Humboldt since 1931.

OSTRANDER, MARIE CLARKE

ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College, 1928; graduate work at Stanford University, Summer Quarters, 1928, 1929 and 1930. Formerly Supervisor of Music, San Diego City Schools; Instructor in 1923 Summer Session, University of Southern California; Instructor in Summer Sessions, 1924-25, San Francisco State Teachers College; member of University Extension Faculty, University of California, 1924-25. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Quarters, 1919, 1920, 1925; Stanford University, Summer Quarter, 1926. Twelve years experience in secondary schools, Shelton, Everett, and Seattle, Washington. At Humboldt since 1926.

POULTNEY, ROBERT H.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B.S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; graduate work at Hopkins Marine Station, Stanford University, Summer Session, 1927; Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SCHILLING, DOROTHY CECILIA

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Stanford University, 1921; A.M., Stanford University, 1925; Ph.D., Stanford University, 1926. Assistant in Instruction, Department of English, Stanford University, 1925; Instructor in English,

Kern Junior College, 1926-28. Field Aide, American Red Cross, 1916-1918; private secretary, 1921-23; Executive Secretary, Palo Alto Chapter American Red Cross, 1924. At Humboldt since 1928. (Leave of absence 1930-32.)

SCHUSSMAN, LEO GEORGE

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph. B., University of Chicago, 1912; A.M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School, Wisconsin. At Humboldt since 1924.

SHOLTY, MYRTLE

PROFESSOR OF EDUCATION.

Ph.B., University of Chicago, 1911; A.M., Teachers College, Columbia University, 1924 and Summer Session, 1930. Elementary school teacher, Wabash, Indiana, 1902-6; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-8; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

STONE, VIOLET B.

ASSISTANT PROFESSOR OF EDUCATION.

B.S. in Education, Ohio University, 1928; A.M., University of Southern California, 1930; graduate work, University of Southern California, 1930-1931; Elementary Teacher in Maine, New Hampshire and Connecticut, 1913-21; Principal, Shaker Heights, Ohio, 1921-26; Critic Teacher, Ohio University, 1826-28; Supervisor Training Department, Bowling Green, Ohio, 1928-29; Principal and Teacher, Experimental School, Whittier, California, 1929-30.

STROMBERG, NOAH A.

COLLEGE DENTIST.

D.D.S., College of Physicians and Surgeons, San Francisco, California, 1927. Practicing dentist in Arcata since 1927. At Humboldt since 1930.

TELONICHER, FRED

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27, and Summer Quarters, 1929 and 1930. At Humboldt since 1927.

WILSON, BERT F.

PROFESSOR OF COMMERCE.

M. Accts., Western Normal College (Iowa), 1900; B.S., B.D., Western Normal College, 1903-05; Summer Quarter, Zanerian Art College, Columbus, Ohio, 1903; A.M., Stanford University, 1927; additional graduate work, University of California, and University of Washington. Principal, Shenandoah Commercial Institute, Shenandoah, Iowa, 1900-03. Twelve years an Iowa Banker; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington, 1922-24; Head Department of Commerce, Senior High School, San Bernardino, California, 1924-26; Senior High School Principal, California, 1927-30. At Humboldt since 1930.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

WRIGHT, MONICA

INSTRUCTOR OF PHYSICAL EDUCATION.

B.S., University of Washington, 1929; M.S., University of Washington, 1931. Supervisor of Sports, St. Nicholas School for Girls, Seattle, Washington; Teaching Fellow in Physical Education, University of Washington, 1929-31. At Humboldt since 1931.

GENERAL INFORMATION

The chief purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to make the most progressive provisions for student teaching. It is the plan of this college to closely relate theory and practice so that all theory becomes meaningful to students through experience in teaching and thus to eliminate the gap that is so likely to exist between theory and practice. The presence of children in the training school keeps uppermost in the student's mind the central purpose of the college. Since modern education requires teachers having the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life, the college provides for the student a wide range of cultural and academic courses. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to both professional ideals and academic culture.

The college offers varied curricula as follows:

DEGREE COURSES

Elementary Education (Credential Course).

Junior High School Education (Credential Course).

Physical Education (Credential Course).

Biological Science.

English.

Social Science.

Lower division courses which constitute the foundation for liberal arts and science work, and for many of the professions.

THE COLLEGE ELEMENTARY SCHOOL

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The student teacher, after a semester of guided observation and participation, has full charge of her class either mornings or afternoons for one semester. She thus has a wide opportunity for learning the varied needs of children. Almost daily conferences are held with her supervisors. In her student teaching special emphasis is placed on developing whatever originality and resourcefulness she may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

In the near future the College will have one of the most efficient and best equipped training school buildings and playgrounds in the country. Appropriations have already been provided by the State and construction is under way.

RURAL EDUCATION

The necessity for specific training for rural school work is becoming more and more evident in teacher training circles. A large number of our graduates do their initial teaching under rural and semi-urban conditions. This brings home to us the fact that some provision should be made to bring the prospective teacher into practical contact with the rural aspects of teaching. The fact that the rural and semi-urban field of

teaching is very often the finishing stage in our teacher training indicates the wisdom of providing more courses with definite rural content.

While the rural child is practically the same in physical and mental development as is the urban child there is a marked difference in the natural, the economic and the larger social surroundings or those directly environmental forces which play such an important part in shaping the pre-school and formal school training of the child. Thus while the principles and scope of subject content and method are largely the same in the two general situations, the practical and living interpretations together with the nature and source of life materials essential to effective teaching are very different in many ways. Classroom instruction is largely upon the individual basis which requires definite training for the student teachers. The vitamin content is the same in both situations but the bill-of-fare varies widely.

Our problem is to place before the prospective teacher those educational and social interpretations and possibilities which the rural school situation presents, as well as to emphasize the urban aspects of teaching. Such contacts include not only the factors growing out of the immediate schoolroom conditions, but also should introduce the teacher to the larger and more complex field of rural community contact and leadership. Our training program includes observation of rural schools under the guidance of the Director of Training.

Such preparation includes a practical interpretation of natural science facts especially in the field of nature study and a rural interpretation of social and economic principles leading to a sympathetic understanding of rural community life and living in all of its phases. In addition to this rural interpretation of subject matter and procedure in training, there is need for a continued contact on the part of the teacher in service with others in the same field and with the teacher training institutions. It is hoped that some type of practical club organization may bring about a more satisfactory professional unity that will unite the remotest rural district and the populous community in a helpful type of comradeship and professional citizenship.

We offer courses which directly seek to realize these ideals. The aim of these courses is not to provide a highly specialized interpretation of the rural situation but a working con-

tact with such relationships so that the teacher may lead her children into a richer experience relationship with life and living things in the rural environment and also to bring to the teacher a greater measure of success and its attendant satisfaction in a better service to her pupils and community. It is suggested that students take many of these courses as electives and to fill minor requirements to secure a wide and rich contact with the rural situation as it affects the teacher in rural and semi-urban communities. This college attempts to prepare students thoroughly for both rural and urban situations.

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California Legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 Legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted after September 15, 1930, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same Legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase: For the college year ending June 30, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 274 students; 1927, 312 students; 1928, 325 students; 1929, 327 students; 1930, 373 students; 1931, 399 students.

LOCATION

The college is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The cities of Arcata and Eureka are delightful places of residence. The people are gracious and hospitable and the atmosphere of both places is altogether charming. The spirit of cooperation between the townspeople and College is especially cordial. Arcata has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, a good, live Chamber of Commerce, Rotary and Kiwanis clubs, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern, up-to-date city.

Eureka is only eight miles distant from Arcata, being connected with it by a new concrete highway along the edge of the bay. It is the metropolis of northern California and has a population of about 16,000. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty-two inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain result in green grass and flowers the year around. Even during stormy weather in the winter, there is usually a balmy, springlike feeling in the air. The new leaves on some of the early shrubs begin to appear before the first of the year, and many song birds from the north spend the winter here.

CAMPUS

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. Directly across the street from the Administration Building are four new modern tennis courts for the use of students and faculty. In the rear is an athletic field adjoining the new \$70,000 gymnasium. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

RECREATIONAL OPPORTUNITIES

COLLEGE TRAILS

The hills back of the College are clothed with a mantle of second-growth redwood trees. Unlike most second-growth forests, the redwoods in this form are particularly attractive. They grow up as "sprouts" from the stumps of the old aboriginal monsters, logged off a half century or more ago. Many of these stumps are fifteen or twenty feet in diameter and are encircled by a row of ten or twelve "sprouts," each one of which is now grown to a handsome life-sized tree. Through the beautiful forest the College has laid out a system of trails that is much used by the students and faculty for recreational and nature study purposes.

There are four main divisions of the trail system, each with its individual characteristics. A trip over any two of them constitutes a complete round trip from the College, with no duplication of territory or types of scenery.

REDWOOD AUTO PARK

One branch of the College trail system leads to the Redwood Auto Park, owned by the city of Arcata. Situated in the midst of a large grove of second-growth redwood, it has all the conveniences of the best modern auto park equipment, including a particularly home-like community living room with fireplace and piano. This room is available to the public and is the scene of many college parties. The park is located about half a mile from the College campus and is equidistant by road or trail. The extensive forest surrounding it gives plenty of opportunity for private picnic parties, undisturbed by regular park campers.

MAD RIVER SWIMMING POOL

Although there are several good ocean beaches close to Arcata, the water is usually too cold for bathing in comfort. Very good bathing facilities have been provided in the Mad River, only four miles from the College. This is a fairly wide, smoothly-flowing river, with well-wooded banks. A sandy beach slopes gradually into the river, and a sharp bend in the stream at this point insures plenty of deep water near the

farther shore. Seen against the background of thickly-matted alder trees, it is a picturesque as well as commodious swimming pool. Bath houses and picnic tables have been constructed, and an evening wiener roast is a popular aftermath to the swimming parties.

COAST SAND DUNES

About four miles west of the College, bordering the coast from the mouth of Mad River to Samoa, is a region of extensive sand dunes, an ideal playground for week-end hiking trips. A heavy growth of trees on the nearer dunes marks the battle line between the wind-swept sands and the struggling vegetation. The treeless portion of the dunes varies in width from a few hundred yards to half a mile, and is characterized by great variety of outline and topography. In places dune hills tower seventy-five or one hundred feet above the surrounding levels, and "blow-outs," long depressions caused by the action of the wind on the less resistant sands, give the impression of miniature valleys. From the tops of the highest dunes a distant view can be had of the College and the whole bay region. Many of the dunes are covered with a thick growth of flowers. The breakers on the neighboring beach, and the various forms of marine life, animal and vegetable, also add to the attractiveness of the region.

TRINIDAD COAST

The first actual contact of the Redwood Highway with the coast line is at a point about ten miles north of Arcata, known as Clam Beach. From this point to Trinidad, a distance of six miles, the highway follows the shore line closely, most of the way being carved out of the hillside some distance above the ocean level. Moonstone beach, a fine expanse of gently-receding strand, is reached by a sharply-descending side road.

Just beyond Moonstone Beach is one of the most striking natural phenomena to be found along the coast. A hole in the ground, about fifty feet back from the rocky edge of the water, connects with an underground cavern which allows the inrushing breakers to find their way to the opening. Compressed within narrow limits, they give vent to their bottled-up energy by spouting a geyser-like column of spray and foam into the air to a height of thirty or forty feet. This curious phenomenon is known as the "Blow-hole," and is reached by a steep

footpath, leaving the highway at the top of the hill beyond Moonstone Beach. Adjoining the "Blow-hole," a beautifully sheltered green vale, watered by a small brook, makes a very attractive picnic ground.

From this point, Trinidad Head, a massive body of solid rock jutting well out into the ocean, looms up impressively. A lighthouse tower is perched on the rocks on the oceanward side. Smaller isolated rocks dot the surface of the water along the coast, the spray of the breakers dashing over them or far up on their sides, when the sea is disturbed. Numerous rocky coves along the beach offer alluring trips to the adventurously-inclined hiker or the student of marine life. The largest and most attractive of these coves, recently christened "College Cove" by the College classes in Biology that visited it, is located about one-half mile north of the town of Trinidad.

THE LAGOONS

Nine miles beyond Trinidad is the first of a series of three lagoons, known respectively as Big Lagoon, Stone's Lagoon and Freshwater Lagoon. They are separated from the ocean by a narrow strip of gravelly beach, over which the waves dash in time of heavy storms. They are surrounded on three sides by steep, well-wooded hills, and have an attractive and varied shore line. A side road from the main highway leads down to the ocean beach near Big Lagoon. The land at this point descends so abruptly into the ocean that rollers of immense size, proceeding from an apparently calm sea, break on the beach suddenly with tremendous power and deafening roar. It is one of the most spectacular exhibitions of its kind to be found anywhere along the California coast.

CRESCENT CITY TRIP

Continuing up the Redwood Highway, we cross Big Lagoon on a handsome newly completed bridge, a mile and a half in length. Skirting the inside edges of Stone's and Freshwater lagoons, we cross a divide and descend to the valley of Redwood Creek at the little village of Orick (43 miles from Arcata). Leaving Orick, we pass through one of the finest redwood groves on the coast. It is called Russ Grove and was recently dedicated as a memorial to the pioneers. For 15 miles the road winds its way among these majestic monsters, crossing the Humboldt County line as it emerges from the

forest. The remainder of the route to Crescent City passes through some of the finest scenery on the whole trip. Sometimes circling the hillside pastures above the ocean, again dipping to the sea level near sheltered beaches, and at one point traversing another magnificent four-mile stretch of redwood forest close to the oceanside cliffs, it finally rounds the curve at Crescent City Bay and brings one to Crescent City (84 miles from Arcata).

BULL CREEK REDWOOD FLAT

One of the most popular redwood trips in the county is that to the Bull Creek Flat near Dyerville. This is 56 miles south of Arcata on the Redwood Highway. It is a picturesque trip, following the contour of Humboldt Bay for several miles, then crossing the hills into the lower Eel River Valley, a rich dairying region. From this point to Dyerville, the road passes through grove after grove of majestic redwood trees. At the bridge near Dyerville, we leave the main highway and follow the right or west bank of the South Fork of Eel River for two miles. Here at the junction of Bull Creek and the river we find the famous Bull Creek Flat of redwoods, said by experts to be the finest redwood grove in existence. There is very little other vegetation in the grove. The forest floor is clean, only a few fallen monsters here and there and an occasional clump of ferns barring the way. The trees stand fairly close together, their deeply ridged cinnamon brown trunks extending upward for a hundred feet or more without branches. Straight as an arrow, symmetrical to perfection, gigantic in size, often from twelve to fifteen feet in diameter at the base, a few even larger than that, they draw the eye upward to the compact roof of lace-like bright green foliage three hundred feet or more above. There is one specimen that is said to be nearly four hundred feet high.

SAMOA

Samoa is located on the narrow peninsula separating Humboldt Bay from the ocean. It may be reached by auto road from Arcata (8 miles) or by boat from Eureka. The big lumber mill draws its raw material from the interior forests by railroad, and deposits the finished product on tidewater, ready to be carried to all parts of the world. A favorite day's trip from the College is to drive to Samoa, make a tour of

inspection through the mill, then cross to the ocean side of the peninsula (not over half a mile wide at this point), where a smooth, sandy beach adjoins the higher dunes in the rear of the village. An object of curiosity here is the wreck of the *U. S. S. Milwaukee*. Grounded while attempting to rescue the submarine *H-3* in trouble during the war, its hulk has been battered by the breakers until only a shell of its former self remains.

THE LIBRARY

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately thirteen thousand volumes, about one thousand of which are State textbooks, furnished free by the State for the use of the teachers and students in the College Elementary School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for ninety-five magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13 x 75 feet, containing the bound volumes of magazines, the State textbooks, and the overflow of general books from the main reading room.

APPOINTMENT SERVICE

A Placement Bureau is maintained to perform a double service: To help Humboldt graduates obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Placement Bureau. Such

students should register with the Director of Placement early in their senior year.

LECTURES AND ENTERTAINMENTS

Public assemblies of students, faculty and visitors are scheduled at least twice a month, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers. Students from the Speech Arts Department introduce the speakers. Often students from the Music Department direct the community singing.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. About four hundred alumni and friends of the College attended the banquet given in honor of the new president of the faculty. A permanent Alumni Association was organized at this time. Meetings are held three times a year—one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one during the summer session.

The following are the officers for the current year: President, Carl McDonald; vice president, Hugh B. Stewart; secretary-treasurer, Jessie T. Woodcock.

EXTENSION SERVICE

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a State institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the State. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological

and cultural subjects. These lectures are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the President for further information.

INSTITUTE SERVICE

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, by actual demonstrations of classroom practices, and by furnishing musical numbers and dramatic productions.

EXPENSE

Living Arrangements

The Commons is under the supervision of the Home Economics Department. The Girls' Dormitory, Sunset Hall, is directed by a competent house mother working under the direction of the President. A most wholesome family spirit prevails. Room and two meals per day are available at an average rate of \$25 per month. These rates are possible when two girls occupy one room. Noon lunch may be secured at the College Commons. Dormitory students furnish all bedding and linen, including mattress protector and towels.

The dormitory is provided with a pleasant living room which is the center for many pleasant social gatherings. Extensive improvements each year are continually making the dormitory more comfortable and more attractive.

The cost of board and room in private homes ranges from \$30 to \$40 per month. This expense can be lowered where two or more students take light housekeeping quarters together.

All freshmen girls whose homes are outside of Arcata and Eureka are expected to live at Sunset Hall unless special arrangements have been made with the administration by the parents. The same arrangement is often advisable for other women students. All other students, both men and women, are required to live in rooming houses which have been inspected and approved by the College administration.

It is important that the College have correct local addresses for all students. These addresses are kept in the office of the Secretary to the President and in the office of the Registrar. Urgent messages from home and calls from the College need to be delivered promptly.

FEES**General**

Regular semester registration fee-----	\$1 50
Student Body Fee per semester-----	5 00
Physical Education fee per semester-----	1 00
Health fee per semester-----	1 00

Special

Delayed transcript fee-----	\$1 00
Late registration fee-----	2 00
Diploma fee at graduation-----	2 60
Additional transcripts, each-----	1 00
Repetition of English A course-----	10 00
Course in Fundamentals-----	10 00
Art fee per semester-----	1 50
Botany fee per semester-----	0 50
Biology fee per semester-----	1 00
Chemistry Laboratory fee per semester-----	5 00
Glee Club fee per semester-----	0 75
Physics Laboratory fee per semester-----	2 50
Pottery fee per semester-----	3 50
Zoology fee per semester-----	1 00

Summer Session

Summer Session registration fee-----	\$15 00
Summer Session lecture and recreation fund-----	1 00

NOTE.—All students are expected to pay the Student Body fee to the Financial Secretary at the time of registration unless temporary arrangements have been made with the President of the College.

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy students. The College frequently has requests for assistance in light housework, care of children, janitorial and clerical work. The College has the policy of employing as much student help as possible, particularly in the Commons and for other types of work on the campus. In certain months the student pay roll runs as high as \$300. This student employment service is in charge of the Financial Secretary.

LOAN FUND

A small loan fund is at the disposal of the College to assist worthy students to meet their necessary expenses. It has

generally been the policy to make this fund available to needy students in the upper division courses. Students needing financial assistance are advised to discuss their needs confidentially with the President.

BOOKSTORE

The College conducts a cooperative bookstore which sells, without profit, all college textbooks and supplies.

ADMINISTRATION

MARKING SYSTEM

A five-point marking system is used with A, B, C, or D, indicating a passing grade, and F, meaning failure. Plus (+) as given in certain courses, means passed without defining grade; Cond., conditioned; inc., incomplete; W., withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes F.

All incomplete grades must be made up within one year.

SEMESTER UNIT DEFINED

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

HONOR POINTS

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Each student is urged to earn as many honor points as grade points before he or she asks for practice teaching and to have as many honor points as grade points before graduation.

STUDENT PROGRAMS

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester

unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of the "index of scholarship" of the student. This index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units. The following chart will be used as the basis for granting petitions for programs varying from the normal load:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

The Scholarship Committee secures a health statement from the Health Department for all students applying for more than 16½ units of work.

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

PROBATION AND DISQUALIFICATION

Students whose scholarship is low and whose conduct is unsatisfactory are subject to probation or disqualification.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

REPORTS

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester reports are made to students doing unsatisfactory work. These reports are followed by conferences with the President. Students having special difficulties in certain subjects are periodically interviewed by the President.

PARTICIPATION IN ACTIVITIES

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon the recommendation of the instructor or coach in charge of the activity. Participation is limited to students who have paid their student body dues. Preference is given to students who are successfully carrying scheduled programs of work.

Before recommending that any student participate in any extra-curricular activity, the instructor or coach shall:

1. Look up the official scholarship record of the student concerned for the present and preceding semesters.
2. Discuss with each student the probable effect of such participation on his general scholastic record.
3. Report to the Registrar's office a list of students recommended for each activity and each scheduled performance of the activity.

CLASS ATTENDANCE

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner. Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course.

The maximum number of absences in any course allowed a student without excuse is equal to the number of credit units in the course. Each hour's absence from laboratory is counted as one-half or one-third value according to the number of laboratory hours required for a unit of credit. The maximum allowed in Physical Education is two. For every unexcused absence above the cut limit the grade is reduced so that a number of unexcused absences above the cut limit equal to the number of credit hours in the course automatically reduces the grade to "D" and twice the number of unexcused absences above the cut limit automatically reduces it to "F."

HEALTH SERVICE

In order to safeguard the health of the students the College maintains a health service. This service provides for each student a complete physical examination, including a chest

X-ray, with advice and follow-up examinations. In case of accident or illness emergency treatment is given. Each student is also given a dental examination, and through arrangements with cooperating agencies, needy students secure dental work at special rates. For the support of the health service each student pays a fee of one dollar a semester.

ORIENTING FRESHMEN

The College has a definite program of counseling and guidance for entering freshmen. The first week a welcome assembly will be given them where they will be made acquainted with the various phases of the organization of the school through talks by the President and members of the student body. During the first month the President and Mrs. Gist will entertain them at their home at a series of breakfasts and dinners. Through these informal affairs the students will become acquainted with one another and will become friends of President and Mrs. Gist so that they will feel free to come to the President's home at any time.

The program of counseling will have several phases. A number of upper-classmen will act as sponsors to the new freshmen and will assist them in every way possible to become acquainted with the other members of the student body and with the various details of college life at Humboldt. A faculty member will act as adviser for the class and will conduct a regular Orientation course for them. Special counseling will be given individually to the freshmen at the time of registration and periodically during the year by the President and faculty advisers.

STUDENT LIFE

STUDENT SELF-GOVERNMENT

One significant feature of the work of the College is the organization of a complete system of self-government in all matters pertaining to the students. To bring this about a constitutional convention consisting of students and faculty members drew up a constitution which, after mature deliberation, was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The faculty retains the authority and oversight over certain matters necessitated by sound administrative jurisdiction and general responsibility as provided by law and the best interests of the students. The extent to which college policies and routine matters can be delegated to students is naturally dependent upon their ability to assume such responsibilities. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship as well as civic leadership that will greatly enhance their civic value to the schools, to their communities, and to their country.

ATHLETICS

The athletic program of the college is planned in an effort to select activities which have developmental characteristics and are best adapted to the particular college situation. Stress is laid on those sports, a knowledge of which is desirable in the teaching profession, and those recreational activities which have carry-over value. All students participating in athletics are required each season to pass a satisfactory health examination.

Men students play a regular schedule of games in football, basketball, tennis, and baseball with colleges and other organizations in California and Oregon. Such intercollegiate competition supplements intramural and interclass competition

in the same sports in which practically all the men in the Student Body take part. Interclass hockey, tennis, basketball, baseball, and track and field sports are conducted by the women. Occasional friendly games with other schools and club teams are also played. Believing that mixed athletics in which men and women in equal numbers compete together on teams, promotes social health, understanding, and friendship, the College has developed a system of mixed intramural athletics in volleyball, tennis, archery, and golf.

Student organizations that are instrumental in promoting sports are the Men's Block H Society, the Women's Athletic Association, and the Golf Club. The Women's Athletic Association conducts an annual Play Day where large numbers of girls from nearby high schools take part in athletic events.

DRAMATIC WORKSHOP H

To acquaint the general public with the dramatic work of the College a group of students present plays in Eureka and Arcata. Sometimes the players tour up and down the Redwood Highway. During the year 1930-31, "Dolly Reforming Herself," by Henry Arthur Jones; "Grumpy," by Horace Hodges and Wigney Percyval, and several one-act plays were presented. Aside from the practical experience of appearing before the public on a professional basis, the students derive a great deal of pleasure from the trips and make many interesting friendships. Opportunity to become one of these college players is offered on the basis of dramatic ability.

LITERATI

This is an honorary literary organization composed of students who have an interest and some degree of skill in one or more of the phases of speech and dramatic arts which include public speaking, debating, literary interpretation, story telling, and drama. The Literati have a dual purpose, viz: self-improvement of the members, and service to Humboldt State Teachers College. The members of the Literati meet in the College Social Unit once each month for a dinner program. Occasionally the club members dine together at the College Commons. Guests are invited to many of the programs.

During this year the Literati Club has presented the Club with shrubbery and roses for the improvement of the campus.

COSMOPOLITAN CLUB

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of understanding of all peoples and foster international good will."

The club meets one afternoon a week in the Social Unit and devotes at least one hour to the discussion of a problem decided upon by the members at the previous meeting. Ample literature on each topic is available and members are requested to become acquainted with all the angles of the question under consideration before discussion takes place. Once a month the club meets in the evening, when dinner is served, followed by an address and social program.

COLLEGE CIVIC CLUB

The prime objective of this organization is practical civic service. It has regular officers and carries on its business according to accepted parliamentary practice. In the past it was an auxiliary organization connected with and growing out of the work in Civic Education. The environment and needs of the College are the basis for vital laboratory work which is of distinct value to the student while in college, in later life, or in the work of teaching.

Some of the major projects sponsored and accomplished by the Club are a campus lighting system, improved study conditions, mail boxes for the students and an inner-court pool and fountain. Among the minor accomplishments are social and educational projects of various types involving both civic and esthetic factors. Its single purpose is to help solve the various problems of college life and living in a constructive and positive manner.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

A Young Women's Christian Association is now being organized at Humboldt.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The College Y. M. C. A. meets at noon on one day each week for lunch together in the Green Gate Room at the Commons.

The men either bring their lunches or purchase them in the adjoining cafeteria. Problems of life, of the College, and of the community are discussed by the members. Outside speakers are invited at regular intervals to address the group and conduct an open forum. At Christmas time the group sends a delegate to the conference at Asilomar, where a large number of campus leaders from all California colleges gather for ten days. The group also sponsored the visit of a vocational guidance counselor to the campus during the last semester. Each year the college Y. M. C. A. acts as host to the Redwood Empire Older Boys' Conference, to which come upper class boys from all high schools in the North Coast section for two days of conference and guidance along vocational channels. The activities of the group are being expanded to include other activities besides the discussion group, such as social activities, including parties and weekend trips. The officers are president, vice president, secretary and treasurer.

SUNDAY DISCUSSION GROUP

Each Sunday evening some of the students gather at the home of one of the faculty members for tea at 6.15 p.m. Most of the time these meetings are held at the home of our college President. Following a social half hour the group gathers around the fireplace to talk over some interesting subject in an informal manner. The program, which is very flexible, allots one evening per month to campus problems, two evenings to other subjects, and one evening to an outside speaker. Outdoor meetings are held monthly, weather permitting, at the beach, in the woods, or wherever fancy dictates. The officers of the group consist of a chairman, and a secretary-treasurer. One faculty member acts as adviser, and President Gist and Mrs. Gist are sponsors.

SOCIAL LIFE

In addition to its beautiful physical surroundings, the College offers excellent opportunities for the enjoyment of an active social life. The student body under the direction of the Faculty Director of Social Affairs is in general charge of all social activities in the College, and every student has the chance to participate in these activities.

In encouraging social life in the College, the faculty has in view (a) to open to students various channels of self-express-

sion through active participation in such activities as they are interested; (b) to broaden their intellectual horizon by personal contact and interchange of opinions; (c) to assure happiness in college life by creating opportunities for wholesome recreation and building of friendships; and (d) to maintain high standards of scholarship and high ideals of citizenship.

Student government is invested in a Board of Control of five members elected every semester by the student body and charged with the responsibility of maintaining high standards of conduct and scholarship. The Cosmopolitan Club brings the student in contact with various problems of national and international scope. The College Glee Clubs and Orchestra, and the Dramatic Workshop H offer opportunities in the music and dramatic fields. The College Civic Club is active in promoting good citizenship and improving conditions around the College. Athletics of all kinds for both men and women are encouraged. Special interscholastic athletics and play days for women are arranged by the Women's Athletic Association, and lectures, dances, class parties, and other social functions contribute to enliven and develop social relationships. The Alumni Association is active in cultivating close relations between the alumni and the College and among the alumni themselves and in assisting those in the field in matters of professional import.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

The Social Hall at Sunset Hall, the Girls' Dormitory, affords an opportunity for a more intimate type of social life for the girls living in the dormitory and provides a place for the faculty, parents and friends to visit with the girls.

ADMISSION

ALTERNATIVE QUALIFICATIONS

- I. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the College, or for sufficient reason continued as provisional students.

- II. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree, only

when entrance deficiencies have been duly satisfied as determined by the faculty of the College.

III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Transfers with Advanced Standing.

1. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

2. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(a) Not more than sixty-four credits of lower division standing may be offered.

(b) No credits for professional courses in education may be offered.

GENERAL QUALIFICATIONS

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction.

Physical Examination

On entrance, prior to beginning practice teaching, just before graduation, and at any other time necessary, a physical

examination by the college physician, followed by conferences with the health counselor, will be required. Students who fail to meet reasonable health standards may be denied either admission, practice teaching, or a teaching credential.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will consist of a theme of approximately five hundred words on a subject chosen from a list of ten. Students failing to pass this examination will be enrolled in the non-credit course in English A.

College Aptitude Test

All new students are required to take the college aptitude test.

Fundamentals

A very important element in a student's success in his course in teacher training is an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, grammar, writing, arithmetic, history, geography. Students in teacher-training courses whose skill in the fundamentals is not up to the standard necessary in the ordinary functions of life must bring their work up to standard before they will be permitted to enroll for student teaching. Necessity for doing work in fundamentals will be evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standardized tests and measurements which will be given to all candidates for student teaching at least one semester before taking up their work in the College Elementary School.

Students whose work is below standard in any of the fundamental subjects may study independently for a second examination, or may enroll in the fundamental course. This course will give a thorough review of the required subject matter and will carry a fee of ten dollars.

Meeting the requirement of English A in the freshman year will satisfy all requirements in English except grammar.

STUDENT TEACHING VALUE

Student teaching is recognized as one of the most valuable phases of teacher training. It is in this activity that the student is trained under sympathetic but competent guidance for

practical situations of the classroom. In their work with the student the Director of Teacher Training and the supervisors provide normal schoolroom situations so that the student will be able to adapt himself in the field with minimum adjustment. Recommendations to superintendents are very largely based upon the type of work accomplished in student teaching.

ORGANIZATION

In organizing the work for the student teachers each student is required to teach successfully a minimum of three hours daily for one semester. Concurrently with this student teaching are held frequent conferences with supervisors and a weekly conference with the Director of Training. Customarily this work is taken during the senior year.

QUALIFICATIONS

Only those students who have maintained a satisfactory scholarship and have fulfilled the college requirements in the fundamentals are eligible for student teaching. Certain personal qualities are also carefully considered by the Director of Training.

REQUIREMENTS FOR GRADUATION FROM THE DEGREE COURSE IN ELEMENTARY EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education and the regulations of the faculty of the College, requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential.

Subject Requirements—Lower Division

	Units
ART	
Art Structure-----	2
	2
ENGLISH	
English 1A-----	3
English 1B-----	3
	6
FUNDAMENTALS*	
English A-----	0
Arithmetic A-----	0
Reading A-----	0
Spelling A-----	0
Penmanship A-----	0
Speech A-----	0
MUSIC	
Sight Singing-----	1
	1
PHYSICAL EDUCATION	
Hygiene-----	2
Activities for Adults, one-half unit each semester-----	2
	4
PSYCHOLOGY	
General Psychology-----	3
	3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL

	Units
Modern View of the Physical World-----	3
Geology 1A-----	3
A year course chosen on the following basis:	
A. For students not having credit for one year high school Biology—Biology 1A and 1B-----	6
B. For students having credit for one year high school Biology—Botany 2A and 2B, or Zoology 1A and 1B-----	8

12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A-----	3
Economic History of the United States-----	3

15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Induction to Teaching-----	6
Educational Psychology-----	2
Growth and Development of the Child-----	2
Educational Measurements-----	2
Principles of Education-----	2
Rural Education-----	2
Teaching of Science in the Elementary School-----	2
Student Teaching-----	10

28

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

Activities for Adults, one-half unit each semester-----	1
Methods in Plays and Games-----	1
Organization of Physical Education-----	2

4

SOCIAL SCIENCE

	Units
American Government-----	3
	—
	3

SPEECH

Children's Literature and Story Telling-----	2
	—
	2

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Industrial Arts
Art	Mathematics
Biological Science	Music
Commercial Education	Physical Education
English	Physical Science
Foreign Languages	Philosophy
Home Economics	Social Science
	Speech

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than Education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

RECOMMENDED SEQUENCE (Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
History 4A -----	3	History 4B -----	3
Science -----	3	Science -----	3
Hygiene -----	2	Geography -----	3
Art Structure -----	2	Sight Singing -----	1
Elective -----	2 or 3	Elective -----	2 or 3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Public Speaking 1A -----	3	General Psychology -----	3
Economics 1A -----	3	Econ. Hist. of U. S. -----	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Child. Lit. and St. Tlg. -----	2	Induction to Teaching -----	6
American Government -----	3	Educ. Psychology -----	2
Minor -----	3	Growth and Development -----	2
Minor -----	3	Public School Music -----	2
Electives -----	4 or 5	Public School Art -----	2
Plays and Games -----	$\frac{1}{2}$	Org. of Phys. Educ. -----	2
		Plays and Games -----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Student Teaching -----	10	Minor -----	3
Educ. Measurements -----	2	Minor -----	3
Rural Education -----	2	Science in Elem. Sch. -----	2
Physical Activities -----	$\frac{1}{2}$	Prin. of Educ. -----	2
		Electives -----	6
		Physical Activities -----	$\frac{1}{2}$

REQUIREMENTS FOR GRADUATION FROM THE DEGREE COURSE IN GENERAL JUNIOR HIGH SCHOOL EDUCATION

The regular four-year degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the College for the General Junior High School Credential require for graduation 124 semester units.

Subject Requirements—Lower Division

ART		Units
Art Structure	-----	2
		2
ENGLISH		
English 1A	-----	3
English 1B	-----	3
		6
FUNDAMENTALS*		
English A	-----	0
Arithmetic A	-----	0
Reading A	-----	0
Spelling A	-----	0
Penmanship A	-----	0
Speech A	-----	0
MUSIC		
Sight Singing	-----	1
		1
PHYSICAL EDUCATION		
Hygiene	-----	2
Activities for Adults, one-half unit each semester	-----	2
		4
PSYCHOLOGY		
General Psychology	-----	3
		3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL Units

Modern View of the Physical World-----	3
Geology 1A -----	3

A year course chosen on the following basis:

A. For students not having credit for one year high school	
Biology—	
Biology 1A and 1B-----	6
B. For students having credit for one year high school	
Biology—	
Botany 2A and 2B or Zoology 1A and 1B-----	8

 12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A -----	3
Economic History of the United States-----	3

 15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art -----	2
	2

EDUCATION

Induction to Teaching-----	6
Educational Psychology -----	2
Growth and Development of the Child-----	2
Educational Measurements-----	2
Principles of Education -----	2
Rural Education -----	2
Teaching of Science in the Elementary School-----	2
Principles of Junior High School Education-----	2
Methods Courses in Minors-----	4
Student Teaching-----	12

 36

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION		Units
Activities for Adults, one-half unit each semester-----		1
Methods in Plays and Games-----		1
Organization of Physical Education-----		2
		4
SOCIAL SCIENCE		
American Government -----		3
		3
SPEECH		
Children's Literature and Story Telling-----		2
		2

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Mathematics
Art	Music
Biological Science	Physical Education
Commercial Education	Physical Science
English	Philosophy
Foreign Languages	Social Science
Home Economics	Speech
Industrial Arts	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than Education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

RECOMMENDED SEQUENCE (Junior High School Education)

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
History 4A -----	3	History 4B -----	3
Science -----	3	Science -----	3
Hygiene -----	2	Geography -----	3
Art Structure -----	2	Sight Singing -----	1
Elective -----	3	Elective -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Public Speaking 1A -----	3	General Psychology -----	3
Economics 1A -----	3	Economic History of U. S. -----	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Child. Lit. and St. Tlg. -----	2	Induction to Teaching -----	6
American Government -----	3	Educ. Psychology -----	2
Minor -----	3	Growth and Development -----	2
Minor -----	3	Public School Music -----	2
Science in Elem. School -----	2	Public School Art -----	2
Organ. of Phys. Educ. -----	2	Rural Education -----	2
Plays and Games -----	$\frac{1}{2}$	Plays and Games -----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Student Teaching in Elementary School -----	8	Student Teaching in Minors -----	4
Educational Measurements -----	2	Minor -----	3
Organ — Teaching Courses in Minors -----	4	Minor -----	3
Physical Activities -----	$\frac{1}{2}$	Prin. of Jr. H. S. Ed. -----	2
		Prin. of Education -----	2
		Physical Activities -----	$\frac{1}{2}$

KINDERGARTEN-PRIMARY COURSE RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
History 4A -----	3	History 4B -----	3
Science -----	3	Science -----	3
Hygiene -----	2	Geography -----	3
Art Structure -----	2	Sight Singing -----	1
Elective -----	2 or 3	Elective -----	2 or 3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Public Speaking 1A -----	3	General Psychology -----	3
Economics 1A -----	3	Economic History of U. S. -----	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Curriculum and Materials for Kinder.-Primary -----	4	Literature and Story Tlg. in Kinder.-Primary -----	2
American Government -----	3	Kindergarten-Prim. Art -----	2
Minor -----	3	Educ. Psychology -----	2
Minor -----	3	Growth and Development -----	2
Elective -----	3	Electives -----	8
Plays and Games -----	$\frac{1}{2}$	Plays and Games -----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Student Teaching -----	10	Minor -----	3
Kinder., Primary Music -----	2	Minor -----	3
Physical Educ. in Kinder. and Primary -----	2	Kinder. - Prim. - Social Ac- tivities -----	2
Physical Activities -----	$\frac{1}{2}$	Prin. of Education -----	2
		Electives -----	6
		Physical Activities -----	$\frac{1}{2}$

REQUIREMENTS FOR THE SPECIAL CREDENTIAL IN PHYSICAL EDUCATION

A. The completion of a four-year college course with a bachelor's degree.

B. A minimum of sixteen semester hours of work in the fields of English, science, social science and physical education.

C. A minimum of fifteen semester hours of professional work in Education, including:

1. A course dealing with the aims, scope and desirable outcomes of the elementary and the secondary school.
2. Principles of teaching, with directed teaching in Physical Education, at least six semester hours.
3. Other courses in Education.

D. A minimum of fifteen semester hours selected from at least four of the following:

1. Biology.
2. Physiology.
3. Hygiene.
4. Psychology.
5. Sociology.
6. Chemistry.

E. A minimum of twenty-four semester hours, chosen from at least seven of the following:

1. Principles of Physical Education.
2. Technique of Teaching Activities.
3. Administration of Physical Education.
4. Kinesiology. (Applied Anatomy.)
5. Activities in Physical Education.
6. Community Recreation.
7. Individual program adaptations. (Corrective Physical Education.)
8. Health Education.
9. Growth and Development of the Individual.

NOTE.—At least six semester hours in activity must be shown.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly acceptable teaching experience.
- B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

1. School Administration and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. Educational Tests and Measurements.
5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.

3. The Organization and Supervision of Elementary Education.
4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

- B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN BIOLOGICAL SCIENCE

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGES

Foreign Languages (in not more than two languages. French required.) -----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	

15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (One-half unit each semester)-----	2

4

PSYCHOLOGY

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Botany 2A and 2B-----	8
Chemistry 1A-----	5
Physiology -----	4
Zoology 1A and 1B-----	8

25

SOCIAL SCIENCE

Year course-----	6
Elective -----	3
	9

Upper Division

EDUCATION

Educational Measurements-----	2
Educational Psychology-----	2
Growth and Development of Child-----	2
Principles of Junior High School Education-----	2
Electives -----	4

12

PHYSICAL EDUCATION		Units
Activities (One-half unit each semester)-----		2
		2
SCIENCE, BIOLOGICAL		
Botany 104A and 104B-----		6
Additional upper division Botany-----		6
Eugenics -----		3
Heredity and Evolution -----		3
Invertebrate Zoology-----		4
Vertebrate Zoology-----		4
		26
SOCIAL SCIENCE		
American Government-----		3
		3

MINORS

Candidates must complete a minor in one of the following fields:

Art	Mathematics
Economics	Music
English	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
English 56A and 56B-----	6
	12

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHILOSOPHY

Year Course -----	6
	6

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

Educational Measurements-----	2
Educational Psychology-----	2
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives -----	4
	12

ENGLISH		Units
Shakespeare -----		3
Chaucer -----		3
Additional upper division English -----		18
		24
PHYSICAL EDUCATION		
Activities (one-half unit each semester) -----		2
		2
SOCIAL SCIENCE		
American Government -----		3
		3

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
Economics	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A -----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

Educational Measurements-----	2
Educational Psychology-----	2
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives -----	4
	12

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE		Units
History of the West.....		6
History of Modern European Expansion or English History 153 and 155		6
Money and Banking.....		3
Labor Economics		3
Social and Economic Aspects of Immigration.....		3
International Trade		3
American Government		3
		27

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
English	Physical Education
Foreign Language	Physical Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

PRE-SECONDARY WORK**LOWER DIVISION COURSES FOR COLLEGES OF LETTERS
AND SCIENCE****Aims and Purposes**

These courses are designed for three groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Sciences in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the courses which will meet the requirements of upper division work in the college where they plan to get their degree.

(b) Students who plan to obtain a degree in a College of Applied Science or in a Professional School and wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of lower division work will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Sciences

The suggested requirements for lower division work for Colleges of Letters and Science include sixty-four units of college work chosen as follows:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Astronomy, Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

- * (1) English, Public Speaking.
- (2) Foreign Language (additional to b).
- (3) Mathematics (additional to c).
- * (4) Economics, History, Political Science.
- (5) Philosophy, Logic.

Recommended Sequence of Lower Division Subjects

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
Science -----	3 or 5	Science -----	3 or 5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
European History 4A -----	3	European History 4B -----	3
Mathematics 3A -----	3	Mathematics 3B -----	3
Hygiene -----	2	Public Speaking 1A -----	3
Intermediate Algebra -----	2	Trigonometry -----	2
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 56A -----	3	English 56B -----	3
Science -----	3 or 5	Science -----	3 or 5
Economics 1A -----	3	Economics 1B -----	3
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Political Science 1A -----	3	Political Science 1B -----	3
History Americas 8A -----	3	History Americas 8B -----	3
Mathematics 4A -----	3	Mathematics 4B -----	3
Philosophy 5A -----	3	Philosophy 5B -----	3
General Physiology -----	3	Econ. Hist. of U. S. -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts. A program of fifteen and a half or sixteen and a half units should be chosen each semester.

* NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

PRE-SECONDARY IN COMMERCE**LOWER DIVISION COURSES FOR COLLEGE OF COMMERCE**

The suggested requirements for lower division work for the College of Commerce include sixty-four units of college work chosen as follows:

- (a) English A.
Hygiene, 2 units.
Physical Education, 2 units.
- (b) Foreign Languages: Unless excused by vote of the Executive Committee of the College of Commerce or unless a year of collegiate French or German has been completed with a minimum grade of C, students must pass an examination (designated Subject B) designed to test their ability to read one of the following languages. Greek, Latin, German, French, Spanish, Italian, Russian, Japanese, or Chinese.
- (c) English, 6 units.
English 1A-1B or Public Speaking 1A-1B.
- (d) History or Political Science, 6 units.
History 4A-4B, History 8A-8B, or Political Science 1A-1B.
- (e) Geography, 6 units.
Geography 1 and Geography 2.
- (f) Economics, 6 units.
Economics 1A and 1B
- (g) Natural Science, 9 units.
Courses in physics and chemistry taken in high school may be applied toward satisfaction or the science required without, however, reducing the number of units required for the Junior Certificate.
- (h) Mathematics: Elementary Algebra (high school), Geometry (high school), Mathematics 2 (Mathematical Theory of Investment), 3 units. The prerequisite for Mathematics 2 is Mathematics 1 (Intermediate Algebra) or two years of high school Algebra and Trigonometry.
- (i) Electives.
Recommended: Economic History of U. S.
Accounting 14A-14B.

Recommended Sequence

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
French A-B -----	5	5
History 4A-4B or Political Science 1A-1B -----	3	3
Science -----	3 or 4	3 or 4
Hygiene (to be taken this semester if only 3 units of science is taken) -----	2	
Intermediate Algebra (if needed to meet mathematics requirement) -----		2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$</u>

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
Science -----	3	
Accounting 14A-14B -----	3	3
Geography 1-2 -----	3	3
Trigonometry (if needed to meet mathematics requirement) -----	2	
Mathematical Theory of Investment -----		3
Economic History of the U. S. -----		3
Elective -----	2	
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>15$\frac{1}{2}$</u>

PRE-SECONDARY IN AGRICULTURE

Recommended Sequences

AGRICULTURAL ECONOMICS

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Botany 2A-2B or Zoology 1A-1B -----	4	4
History 8A-8B or Political Science 1A-1B -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
Accounting 14A-14B -----	3	3
General Psychology -----		3
Economics 11—Economic History of U. S. -----	3	
*Electives -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PLANT SCIENCE

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Botany 2A-2B -----	4	4
Physics 1A-1B -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
Zoology 1A -----	4	
Botany 7 -----		4
Geology 1A-1B -----	3	3
Electives -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

* Suggested electives, Botany 2A-2B or Zoology 1A-1B, Geology 1A-1B, and Philosophy 5A-5B.

ANIMAL SCIENCE

	FRESHMAN YEAR	Sem. 1	Sem. 2
English 1A-1B -----	3	3	
Chemistry 1A-1B -----	5	5	
Zoology 1A-1B -----	4	4	
Physics 1A-1B -----	3	3	
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	
	15 $\frac{1}{2}$	15 $\frac{1}{2}$	

SOPHOMORE YEAR

Economics 1A-1B -----	3	3	
Botany 2A -----	4		
Geology 1A-1B -----	3	3	
Electives -----	6	9	
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	
	16 $\frac{1}{2}$	15 $\frac{1}{2}$	

FORESTRY

	FRESHMAN YEAR	Sem. 1	Sem. 2
English 1A -----	3		
Public Speaking 1A -----			3
Chemistry 1A-1B -----	5	5	
Botany 2A-2B -----	4	4	
Mathematics 3A-3B -----	3	3	
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	
	15 $\frac{1}{2}$	15 $\frac{1}{2}$	

SOPHOMORE YEAR

Economics 1A-1B -----	3	3	
Physics 1A-1B -----	3	3	
Civil Engineering 1A-1B -----	3	3	
Geology 1A -----		3	
Geography 1 -----	3		
Botany 7 -----		4	
Elective -----	3		
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	
	15 $\frac{1}{2}$	16 $\frac{1}{2}$	

PRE-DENTAL

Recommended Sequence

One-Year Course

FRESHMAN YEAR	Sem. 1	Sem. 2
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Biology 1A-1B or Zoology 1A-1B -----	3 or 4	3 or 4
*Physics 1A-1B } -----	3	3
or } -----		
Selected Year Course } -----	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education -----		
	<u>15$\frac{1}{2}$</u>	<u>15$\frac{1}{2}$</u>

Two-Year Course

FRESHMAN YEAR

English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Foreign Language -----	5	5
*Physics 1A-1B } -----	3	3
or } -----		
†Year course } -----	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education -----		
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$</u>

SOPHOMORE YEAR

Zoology 1A-1B -----	4	4
Physiology -----		4
American Government -----	3	
Year Course (chosen from group (e)) -----	3	3
Year Course (chosen from group (e) required if Physics 1A-1B was taken in freshman year) -----	3	
Electives (Foreign Language if necessary to complete 15 units for junior certificate) -----	3	2 or 3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$ or 17$\frac{1}{2}$</u>

N.B. The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

* Required if student did not have a year course in Physics in high school.

† Chosen from the Letters and Science list, group (e).

PRE-ENGINEERING

Recommended Sequence

FRESHMAN YEAR	Sem. 1	Sem. 2
Mathematics 3A-3B-----	3	3
Chemistry 1A-1B-----	5	5
Physics 1A-1B-----	3	3
Civil Engineering 1A-1B-----	3	3
Hygiene-----	2	
Elective-----		2
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Mathematics 4A-4B-----	3	3
Physics 1C-1D-----	3	3
English 1A-----	3	
Public Speaking 1A-----		3
Geology 1A-----	3	
American Government-----		3
*Electives-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PRE-MEDIC

Recommended Sequence

FRESHMAN YEAR	Sem. 1	Sem. 2
English 1A-1B-----	3	3
Chemistry 1A-1B-----	5	5
Foreign Language-----	5	5
Electives-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Zoology 1A-1B-----	4	4
Year Course from group (e)-----	3	3
Year Course from group (e)-----	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate)-----	6	6
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

* Suggested electives, Mechanical Drawing, Foreign Language, and History.

PRE-NURSING**FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Foreign Language -----	5	5
Hygiene -----	2	
Electives -----		2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
General Psychology -----	3	
Physiology 1 -----		4
Philosophy 5A-5B -----	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate) -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

N.B. The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

PRE-PHARMACY**One-Year Course**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A—Examination or Course -----		
Chemistry 1A-1B -----	5	5
Biology 1A-1B -----	3	3
Botany 2B -----		4
Hygiene -----	2	
Electives (Foreign Language if less than two years' work taken in high school) -----	5	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

COURSES OF INSTRUCTION

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199, inclusive.

ART

1. ART STRUCTURE.

2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, dark and light color), are used and their possibilities exemplified in a simple way.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A.

2 or 3 units

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving, using paper, reed, raffia and pine needles is emphasized, together with problems in spray and tie-dyeing.

Two two-hour periods per week.

2B. ELEMENTARY CRAFTS B.

2 units

Puppetry and stagecraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. Simple plays are given on a miniature stage. This stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION.

3 units.

The development of pictorial art, sculpture, and architecture from the earliest time to the present, forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of all the principles of artistic composition.

Three one-hour periods per week.

5. DESIGN.**3 units**

Structural principles are used as guides to creative thinking, and orderly arrangement. Elementary problems are given in the use of line, mass, and color, first, to express beauty of related spaces in good proportion and related colors; second, to express movement through a progression of both form and color; third, to achieve a balance of forms, colors, and movement in a united pattern. Prerequisite: Art Structure.

Three one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.**3 units**

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: Charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three two-hour periods per week.

102. APPLIED DESIGN.**3 units**

Advanced problems in original designs suitable for industrial uses, such as block print, batik and tie-dyeing, and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses. Prerequisite: Art Structure.

Three one-hour periods per week.

104. ADVANCED FREEHAND DRAWING AND PAINTING.**3 units**

First principles of figure, pose or action drawing combined with landscape perspective study, special emphasis being placed on composition of picture. Prerequisite: Art Structure and Elementary Freehand Drawing.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A.**3 units**

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. A short study is made of the historical development of printing types up to the time of the invention of the printing press. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B.**3 units**

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

106. DESIGN APPRECIATION.**3 units**

A historical research of decorative design as used in textile, pottery, and jewelry, etc. An analysis of the composition and methods of print-

ing of the same and a study of motifs used by different peoples down to and including the present types and methods of making decorative design. Prerequisite: Art Structure.

Three one-hour periods per week.

190. PUBLIC SCHOOL ART.

2 units

This course is planned to meet the needs of the prospective teacher. It aims first to discuss ideals and objectives that will lead to the child's development; second, to gain a knowledge of the content essentials necessary to give the child creative pleasure, and some understanding of the place creative art has in our surroundings, in our clothes, home, school, and community. Prerequisite: Art Structure.

Two one-hour periods per week.

COMMERCE

Programs are designed for students preparing to teach business subjects in high schools or colleges and for those interested in training for immediate employment in business.

Plans are being made for part-time work in Eureka and Arcata business houses. The service clubs of these cities will supply speakers for special lectures to be given to vocational students. These lectures will be given by successful business men and will cover the various fields of business.

Practical experience will be provided through the cooperation of business and professional employers. During the school year, commercial students will be given opportunities to try themselves out in actual employment situations under supervision of the Department of Commerce.

5. MACHINE CALCULATION.

2 units

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP.

1 unit

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards. Credit does not apply on A.B. degree.

Three one-hour periods per week.

14A. ACCOUNTING.

3 units

An introduction to the study of accounting. The mechanics of bookkeeping. Bookkeeping taught through the balance sheet approach. The general journal, specialized journal, cash receipts, cash disbursements, purchases and sales. Posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING.

3 units

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

18. BUSINESS LAW.**3 units**

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills and bailments.

Three one-hour periods per week.

90. SALESMANSHIP.**2 units**

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the preapproach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

125. ADVERTISING.**2 units**

This course involves a study of the theory and practice of successful advertising. A study of the most successful advertising from actual examples, collecting and criticizing these to formulate the principles that really govern effective advertising. Problems of space, type, engraving, writing copy, planning layouts, studies of advertising budgets and campaigns, and a general survey of the entire field. One semester. Not open to freshmen.

Two one-hour periods per week.

Secretarial Training**1A. SHORTHAND I.****4 units**

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II.**4 units**

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

2A. TYPEWRITING I.**2 units**

Beginning technique and practice. An intensive course in touch type-writing designed to develop correct technique. This course will stress position, stroking, mechanical features, rhythmic writing, finger exercises, shifting drills, and analysis of errors.

Five one-hour periods per week.

2B. TYPEWRITING II.**2 units**

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial typewriting, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods per week.

EDUCATION AND PSYCHOLOGY**1. GENERAL PSYCHOLOGY.****3 units**

This course introduces the student to the field of mental life. The physical basis of mind, the nature of mental processes and a study of human behavior, both introspectively and objectively, are the central themes of study. Class work and study is interpreted in terms of personal experience as far as possible.

Three one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.**2 units**

General Psychology is prerequisite to this course. It involves the study of the learning activity of the individual from both the standpoint of the learner and the teacher. It includes the psychological principles involved in the teaching of subject matter as well as in extra-instructional activities, involved under actual teaching conditions and procedures.

Two one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD. 2 units

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps.

Two one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS.**2 units**

This is an introductory course which deals with the general nature of tests and their use as well as with the diagnostic and remedial procedures which should follow all testing. The vital relationship between achievement and mental tests and successful follow-up work in teaching is emphasized. The treatment of statistical information is limited to that which is directly usable in classroom instruction.

Two one-hour periods per week.

120. PRINCIPLES OF EDUCATION.**2 units**

The aim of this course is to acquaint the prospective teacher with the fundamental principles involved in the various phases of educational procedure. Its purpose is to secure an intelligent interpretation and application of these principles to enable the teacher to understand, evaluate, and master the everchanging situations which mark our modern progress in teaching.

Two one-hour periods per week.

131. INDUCTION TO TEACHING.**6 units**

This course aims (1) to acquaint the students with the outstanding American educators; (2) to lead them to see which guiding principles determine the content of a course of study; (3) to lead the student to

see that certain principles guide in all learning situations; (4) to acquaint the student with the general field of teaching through observation and participation and study of technical teaching situations.

Seven one-hour periods per week.

137. RURAL EDUCATION.

2 units

The problem of rural education is presented to the student from the point of view of the problems and opportunities which confront the rural school teacher. The educational, the recreational, the community and leadership aspects are stressed, together with the significance and the magnitude of modern trends in rural education.

Two one-hour periods per week.

172. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.

2 units

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular stress is placed on the peculiar problems involved in teaching adolescent children.

Two one-hour periods per week.

190. CURRICULUM AND MATERIALS FOR KINDERGARTEN-PRIMARY.

4 units

A study of the curriculum, materials and teaching techniques in the kindergarten-primary grades. Observation of lessons taught for demonstration purposes.

Two one-hour periods per week.

193. KINDERGARTEN-PRIMARY ART.

2 units

Aims, organization, and procedures in the teaching of art in the kindergarten-primary grades.

Two one-hour periods per week.

194. LITERATURE AND STORY-TELLING IN THE KINDERGARTEN-PRIMARY GRADES.

2 units

A study of the selection and treatment of literature in the kindergarten-primary grades. Principles and practice of story-telling in these grades.

Two one-hour periods per week.

195. KINDERGARTEN-PRIMARY MUSIC.

2 units

Aims, organization, and procedures in the teaching of music in the kindergarten-primary grades.

Two one-hour periods per week.

196. PHYSICAL ACTIVITIES IN THE KINDERGARTEN-PRIMARY GRADES.

2 units

Aims, organization, and procedures in the teaching of Physical Education in the kindergarten-primary grades.

Two one-hour periods per week.

197. KINDERGARTEN-PRIMARY SOCIAL ACTIVITIES. 2 units

Study of educative materials and situations of kindergarten-primary which form its core curriculum. Technique of program making, and organization of material into units.

Two one-hour periods per week.

320. DIRECTED TEACHING. 10 units

Students will teach in the College Elementary School or one of the near-by schools. Those students who are working for General Elementary and Junior High credentials will teach in the elementary school and junior high school. This teaching will be under normal schoolroom situations.

Fifteen hours per week for one semester.

Directed teaching is offered in the following fields: Elementary School, Junior High School, Kindergarten-Primary, Art, English, Industrial Arts, Music, Physical Education, Science, and Social Science.

321. TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. 2 units

An analysis of existing practices in the teaching of science in the elementary school and the development of a program for such teaching. Objectives are considered in relation to content, methods and devices for teaching. There will be intensive study of practices in science teaching in some of the more progressive elementary schools.

Two one-hour periods per week.

322. TEACHING OF ENGLISH AND LITERATURE IN THE JUNIOR HIGH SCHOOL. 2 units

A study of the existing practices in the teaching of English and Literature in the junior high schools. Objectives are considered in relation to content, methods, and devices for teaching. Intensive study of practices in English teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

323. TEACHING OF SCIENCE IN THE JUNIOR HIGH SCHOOL. 2 units

An analysis of existing practices in the teaching of science and the development of a program for science teaching. Objectives are considered in relation to content, methods and devices for teaching. There will be intensive study of practices in science teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

324. TEACHING OF SOCIAL SCIENCE IN THE JUNIOR HIGH SCHOOLS. 2 units

A study of existing practices in the teaching of social science. Objectives are considered in relation to content, methods and devices for teaching. There will be an intensive study of practices in social science teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

388. PRINCIPLES AND OBJECTIVES OF SCOUTING AND OTHER TYPES OF BOYS' WORK. 2 units

The course is conducted in seminar fashion, discussion and the preparation of papers on various subjects. Discussion of the following topics is included: History of boys' work; the basic principles and conceptions of the movement; the organization of such a program in a community; requirements for adult leadership; summer camps, etc. This course will include practice in laboratory field work.

Two one-hour periods per week.

389. CAMP FIRE LEADERS' TRAINING COURSE. 1 unit

A course designed to interest and provide preliminary instruction in camp fire leadership and other types of girls' work. It will include theory as well as practical technique.

One one-hour period per week.

COURSES FOR ADMINISTRATION AND SUPERVISION CREDENTIALS

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

Courses Leading to the Administration Credential and to the Supervision Credential, Class A

140. School Administration and supervision-----	2 units
111. Growth and Development of the Child-----	2 or 3 units
124. Philosophy of Education-----	2 units
115. Educational Tests and Measurements-----	2 or 3 units
102. History of Education in the United States-----	2 units
142. The Work of an Elementary School Principal-----	2 units
141. Supervision of Instruction (problems of supervision)-----	2 units
137. Rural Education -----	2 units
139. The Elementary School Curriculum-----	2 units

ENGLISH

ENGLISH A.

This course gives drill in the mechanics of compositions. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION.

3 units

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION.

3 units

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

30. RECREATIONAL READING 1A.

1 unit

The purpose of this course is to introduce the student pleasurably to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half nonfiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

31. RECREATIONAL READING 1B.

1 unit

The purpose of this course is to introduce the student pleasurably to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly nonfiction. Prerequisite: Recreational Reading 1A.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.

3 units

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.

3 units

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

100. NEWS WRITING.

3 units

This course is for students wishing the special training necessary to write for newspapers. School news is emphasized. Students are shown

what constitutes constructive school news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements. Students will also be given instruction designed to help them in supervising junior high school or high school newspapers.

Three one-hour periods per week.

114A. SURVEY OF ENGLISH DRAMA TO 1642. 3 units

This course gives an outline of the English drama from its beginning to 1642, the closing of the theaters. Representative plays of each period are read; the development of the theater is studied; and the historical development of the drama as a literary form is traced. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

117. SHAKESPEARE. 3 units

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

125C. THE ENGLISH NOVEL TO 1832. 3 units

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisites: English 56A and 56B.

Three one-hour periods per week.

151. CHAUCER. 3 units

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660. 3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan periods will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 TO 1780. 3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 TO 1832. 3 units

Prose and poetry of the Romantic Period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

159. ENGLISH LITERATURE FROM 1832 TO 1900. 3 units

Prose and poetry of the Victorian period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

DIVISION OF SPEECH AND DRAMA**1A. PUBLIC SPEAKING 1A. 3 units**

This basic course in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. Appreciation of the author's meaning is stressed. This course embodies the subject of public speaking; the types including exposition, narration, and extemporaneous talks. Good speech habits are stressed, drills being given for clear-cut, accurate articulation, flexibility, freedom, and expressiveness of voice.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B. 3 units

A continuation of Public Speaking 1A with some practice in extemporaneous speaking on subjects of the student's choice, with attention to speech outlines. A study of models of speech composition and the preparation of original speeches with special attention to the style of spoken discourse. Part time is given to informal debate. Prerequisite: Public Speaking 1A.

Three one-hour periods per week.

2A-2B. FUNDAMENTALS OF EXPRESSION AND INTERPRETATION. 3-3 units

A general course in voice training. Tests of vocalization and audition will be made with the aid of an Edison recording machine. The purpose of this course is threefold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, use of action and business and general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature.

Three one-hour periods per week each semester.

10. THEORY AND TECHNIQUE OF ACTING. 3 units

This course embraces all the basic principles of dramatic art. Bodily, facial, and vocal expression are developed in impersonation, special emphasis being placed upon abandon of the character in the role portrayed. Definiteness in stage business is developed. Balance, color harmony, and stage design are studied for appreciation. The course is designed to meet the needs of students producing plays in the junior and senior high schools. Direction of short plays by the student is carried on under the supervision of the instructor. Prerequisite: Speech 2A.

Three one-hour periods per week.

25. DRAMATIC WORKSHOP H.**2 units**

A laboratory course in play production which is open only by permission of instructor. Instruction is offered in play directing and producing, technical practice of the stage with particular attention to the design and construction of stage scenery, properties, costume, lighting, and miscellaneous phases of stage craft. For advanced students upper division credit will be given.

111A. LITERARY INTERPRETATION.**3 units**

The study of typical literary forms such as the lyric, the essay, the dramatic monologue, the short story, and the one-act play.

Three one-hour periods per week.

155. PLAY PRODUCTION.**3 units**

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in *Dramatic Technique*. This advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Puppetry and shadow shows are studied. Choice of material for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. Prerequisite: *Dramatic Technique*.

Three one-hour periods per week.

160. CHILDREN'S THEATER.**3 units**

Instruction concerning the selection of plays for elementary, intermediate, and junior high school children. A combination lecture and laboratory course including the directing of children's plays, making of scenery, small stage-sets, and costumes. Children in the training school are often used as actors and are directed by the college students. The course involves all the technic from choosing the play to presenting it before an audience. Prerequisite: *Dramatic Technique*.

Three one-hour periods per week.

190. THE TEACHING OF SPEECH.**2 units**

A study of methods and of the problems confronting the teacher of speech, especially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: a comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature. Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials,

classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one or more advanced speech courses.

Two one-hour periods per week.

191. CHILDREN'S LITERATURE AND STORY TELLING.

2 units

A survey of children's literature appropriate for uses in grades three to six, inclusive. A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in these grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises. A flexible course, affording opportunity for intensive work within the scope of any one or more of the grades, according to the individual need or preference. After having studied the technic of story telling, students apply the principles discussed in class to the main types of narrative. Stories appropriate to children in the first six grades are especially emphasized, but opportunity is afforded the student to work with junior and senior high school material. Dramatization and puppetry contribute to the interest of the course.

Two one-hour periods per week.

HOME ECONOMICS**1. ELEMENTARY FOOD STUDY 1A-1B.****3-3 units**

A study of the principles underlying the selection and preparation of foods. Laboratory work given to develop skill and technique through experiments relating to foods with practical application to recipes.

One lecture, two two-hour laboratory periods per week.

2. PRINCIPLES OF CLOTHING 1A-1B.**3-3 units**

A study of the underlying principles of hand and machine sewing developed in the construction of various types of garments and materials. A study of textiles and the use of the commercial pattern are included.

One lecture, two two-hour laboratory periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS.**2 units**

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two one-hour periods per week.

132. HOUSE DECORATION AND FURNISHING.**3 units**

A study of the principles of art as applied to house furnishing problems. A study which aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, comfort.

One lecture, two two-hour laboratory periods per week.

**190. CONTENT AND PROCEDURE IN HOME MAKING FOR
ELEMENTARY SCHOOLS.****3 units**

The objectives and organization of home making courses for elementary and junior high schools including methods of presentation, development of food study, clothing problems and hot lunch, especially for the rural school.

Three one-hour periods per week.

INDUSTRIAL EDUCATION

1. FOUNDATIONS OF WOODWORKING.

3 units

The purpose of this course is to offer an opportunity for practice in the beginning principles of construction in wood. An effort is made to familiarize the individual with the common tools and practices in the work through the construction of several pieces adapted to the ability of the student.

Two or three three-hour periods per week.

5. POTTERY.

2 or 3 units

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for handwork.

All of the processes are taken up from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three three-hour periods per week.

7. MECHANICAL DRAWING.

2 units

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two two-hour periods per week.

10. ARCHITECTURAL DRAWING.

3 units

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Mechanical Drawing.

Three one-hour periods per week.

15. TOY CRAFT.

3 units

This course covers the field of simple toys for children. Students construct samples of the various types.

Three three-hour periods per week.

101. ADVANCED WOODWORK.

3 units

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three three-hour periods per week.

102. METAL CRAFTS.

3 units

This course gives training in the making of useful and ornamental articles in brass, copper, silver, and Britannia metal. The making of

bowls, trays, book-ends, teakettles, paper weights, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Three three-hour periods per week.

105. ADVANCED POTTERY.

3 units

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gained in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three three-hour periods per week.

190. SPECIAL METHODS IN MANUAL TRAINING.

2 units.

This course is planned for seniors who find that they are in need of training to teach shop work. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two two-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY.**

2 units

Subject matter: Elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

1. INTERMEDIATE ALGEBRA.

2 units

Subject matter: Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two one-hour periods per week.

2. MATHEMATICAL THEORY OF INVESTMENT.

3 units

This course treats of the theories of interest and annuities applied to amortization, valuation, investments, and insurance. Prerequisite: Plane trigonometry and two years of high school algebra; or one and one-half years high school algebra and intermediate algebra.

Three one-hour periods per week.

MATHEMATICS 3 and 4. Introductory note.

A knowledge of calculus (and its prerequisites) enables the student to solve problems concerning variable quantities; precisely as a knowledge of arithmetic or algebra enables him to solve questions concerning constant quantities. Students intending to take up scientific courses should note that calculus is necessary for the solution of many problems which arise in physics and engineering.

3A. COORDINATE GEOMETRY.

3 units

Subject matter: A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.

3 units

Subject matter: A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

4A. INTEGRAL CALCULUS.

3 units

Subject matter: A review of differential calculus and study of integral calculus. Prerequisite: Differential calculus.

Three one-hour periods per week.

4B. INTEGRAL CALCULUS (Continued).

3 units

Subject matter: Space coordinate geometry, calculus of three variables, infinite series, introduction to differential equations and applications of integral calculus to problems in geometry, physics, and engineering. Prerequisite: Mathematics 4A

Three one-hour periods per week.

MODERN LANGUAGES

French

FRENCH A.

5 units

Elementary French. This is a course for beginners. The student is made to analyze French sounds scientifically, according to the way these sounds are produced by the vocal organs. He is then taught to pronounce, to read and to understand the language. Short, idiomatic expressions are translated from English into French, and are worked out to emphasize the fact that each language is a "law unto itself." The grammar is taught by means of inductive methods.

Five one-hour periods per week.

FRENCH B.

5 units

Elementary French. This is a continuation of French A, but more amplified. English is practically eliminated beginning with this course. The student is given much oral drill in French, the object being to accustom him to the spoken French without the use of a textbook. Original French composition is required in order to train the students to think in French. Prerequisite: Course A, or two years of high school French.

Five one-hour periods per week.

FRENCH C.

3 units

Intermediate French. This course includes a short review of the grammar, emphasizing idiomatic French and the peculiarities of French grammatical construction. Fluency in the use of the language is secured through the medium of dramatics. Prerequisite: Course B, or three years of high school French.

Three one-hour periods per week.

FRENCH D.

3 units

Intermediate French. This course is given up to discussion of some French modern writer. The student reads single paragraphs of the writer's work and reproduces them in his own words, thereby developing his power to think in French. Prerequisite: Courses A, B, and C, or their equivalent in high school French.

Three one-hour periods per week.

101. SURVEY OF FRENCH LITERATURE.

3 units.

This survey covers the general outlines of French literary activities from the Middle Ages to the present times. This course will give special attention to such classical writers as Corneille, Racine and Moliere, of the 17th century period; to Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, of the Romantic period, and to modern writers as Daudet, Brieux, Pierre Loti and others.

Three one-hour periods per week.

102. SURVEY OF FRENCH LITERATURE.

3 units

A continuation of the study of French literature, giving particular attention to drama.

Three one-hour periods per week.

MUSIC**1A. INTRODUCTORY SIGHT SINGING. 1 unit**

Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music.

Two one-hour periods per week.

1B. ADVANCED SIGHT SINGING. 3 units

Study of the aural and visual elements of music; terminology; key structure, etc. Practice in reading melodies and part songs at sight. Test: Progressive Series Books I and II, and Twice 55 Community Songs.

Three one-hour periods per week.

2A. DICTATION. 2 units

Exercise in aural analysis and writing from dictation, melodies, intervals and simple four-part harmonic progressions. Copying and transposing melodies, part songs and piano accompaniments. Making mimeograph stencils.

Two one-hour periods per week.

2B. ADVANCED DICTATION. 2 units

Two, three, and four-part dictation. Primary and secondary triads and seventh chords in inversions. Simple alterations. Writing of simple chorales from dictation.

Two one-hour periods per week.

3A. MUSIC HISTORY AND APPRECIATION 1A. 3 units

History of musical development from primitive times to the eighteenth century.

Three one-hour periods per week.

3B. MUSIC HISTORY AND APPRECIATION 1B. 3 units

History of musical development from Classical to Modern Era. History of American music.

Three one-hour periods per week.

4A. ELEMENTARY HARMONY. 3 units

Dictation and study of scale structure, intervals, chord structure and harmonization of melodies. Extensive ear training and keyboard work in the presentation of all the work to make the course as practical as possible. Common chords and inversions, major and minor intervals, and chords in close and open position. Prerequisite: Some knowledge of piano and sight singing.

Three one-hour periods per week.

4B. INTERMEDIATE HARMONY. 3 units

More difficult harmonizations, by tones, analysis and keyboard practice in four-part harmonies. Dictation and extensive ear training with all the work. Passing tones, cadences, secondary harmonies. Prerequisite: Elementary harmony.

Three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE.**1 unit**

Part songs for women's voices. This course affords opportunity for the study of three and four-part choral compositions, voice development, interpretation, building repertoire and public appearance as a group. Try-outs are held by the director for applicants.

Three one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE.**1 unit**

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

Three one-hour periods per week.

10A, B, C. ORCHESTRA.**1 unit**

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

Three one-hour periods per week.

16. VOCAL ENSEMBLE.**2 units**

Practice in reading part-song material. Open to advanced students or those showing greatest proficiency in Sight Singing 1B. Texts: Junior Music, Laurel S. A. B., and Octavo.

Three one-hour periods per week.

33. VOICE.**1 unit**

A beginning course in Voice. It includes exercises to secure correct breathing, resonance, and enunciation. Application of all principles is made through simple songs.

Three one-hour periods per week.

51. BEGINNING STRING INSTRUMENTS.**2 units**

A course to give students some practical knowledge of the orchestral string choir, violin, viola, cello, bass, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

52. BEGINNING BRASS INSTRUMENTS.**2 units**

A course to give students some practical knowledge of the brass choir, trumpet, horn, trombone, tuba, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

53. BEGINNING WOODWIND INSTRUMENTS.**2 units**

A course to give students some practical knowledge of the woodwind choir, flute, clarinet, oboe, bassoon, as well as enough technic to enable them to help with other beginning classes. Saxophone will be taught in this class because of the important part it is taking in public school music.

Two one-hour periods per week.

- 101. ADVANCED HARMONY. 3 units**
Chromatic harmonies, modulations, more advanced harmonizations.
Prerequisite: Intermediate harmony.
Three one-hour periods per week.
- 105. FORM AND ANALYSIS. 2 units**
A practical and analytical course in formal structure of music. Song form and its formation elements.
Two one-hour periods per week.
- 109. CONDUCTING. 2 units**
Study of song material suitable for Junior and Senior High School choruses, interpretation and baton technique.
Three one-hour periods per week.
- 113. ADVANCED FORM AND ANALYSIS. 2 units**
A continuation of Form and Analysis I, including all song form designs and variations.
Two one-hour periods per week.
- 150. ORCHESTRATION. 2 units**
A practical course in arranging full orchestra score with special emphasis on the separate choirs, wind, brass, and strings. Prerequisite: At least one year of harmony.
Two one-hour periods per week.
- 190. PUBLIC SCHOOL MUSIC. 2 units**
Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.
Two one-hour periods per week.
- 191. EAR TRAINING METHODS. 1 unit**
Study of the problem of tone-deficiency and devices for its cure.
Three one-hour periods per week.
- 192. MUSIC APPRECIATION METHODS. 3 units**
Organization materials and procedure for teaching music appreciation in the elementary schools.
Three one-hour periods per week.
- 193. CREATIVE MUSIC. 2 units**
An approach to Music Education in all its phases based upon the interests and creative powers of the child. Music understanding, music reading, pleasurable participation, creative expression and appreciation as a natural result of child experience rather than an accumulation of factual knowledge. Music as a part of the activity and social science programs and its integration with large units of work.
Two one-hour periods per week.

194. RHYTHMICS.**1 unit**

A study of the possibilities of the rhythmic development of the individual. Imitative rhythms, rhythmic games, folk dancing, rhythmic interpretation of music and the rhythm band.

One one-hour period per week.

PHILOSOPHY**5A. INTRODUCTION TO PHILOSOPHY 1A.****3 units**

A consideration of the nature and meaning of philosophy as applied to the problems of formal and inductive logic, scientific explanation, and the formal fallacies. It appeals to those who appreciate logical proof in argument, or in critical analysis.

Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY 1B.**3 units**

Special consideration of the basic problems of philosophy such as the meaning and nature of causality. The philosophy of cosmology, ontology, and epistemology as applied to man's interpretation of the Universe is considered in a general way.

Three one-hour periods per week.

PHYSICAL EDUCATION**2. HYGIENE.****2 units**

This course deals with physical and mental well being, and includes the hygiene of nutrition, action, and reproduction, mental hygiene and the hygiene of the race through heredity, presented through the medium of lectures, reading, recitation, and individual health conferences. Community health is also emphasized in an effort to develop the proper attitude toward public health problems.

Two one-hour periods per week.

PHYSICAL ACTIVITIES.

Two hours of participation in Physical Activities is required of all students each semester.

50A-D. PHYSICAL ACTIVITIES FOR MEN. **$\frac{1}{2}$ unit**

Activity courses open to men will be offered in combinations of the following activities: Baseball, basket ball, football, boxing, volley ball, speedball, soccer, track and field, handball and gymnastics.

Two one-hour periods per week.

52A-52B. PHYSICAL ACTIVITIES FOR FRESHMEN (Women) **$\frac{1}{2}$ unit**

Participation in team games. Each semester's work will be divided into three units of six weeks each. Students will be required to meet a certain standard of proficiency as determined by physical efficiency tests, and demonstrate in addition their knowledge of the content and rules of the activities.

Two one-hour periods per week.

52C-D. PHYSICAL ACTIVITIES FOR WOMEN (Advanced). **$\frac{1}{2}$ unit**

Activity courses open to women who have completed the required Freshman course will be offered in combinations of the following activities: Games of low organization, folk dancing and clogging, archery, gymnastics, field hockey, volley ball, speedball, soccer, baseball and basket ball.

Two one-hour periods per week.

54A-D. RESTRICTED ACTIVITIES. **$\frac{1}{2}$ unit**

Limited individual exercise for students who are excused from the regular activity courses. The nature of the individual work offered will be governed in each case by the recommendation of the college physician.

Two one-hour periods per week.

60A-60B. RHYTHMICAL ACTIVITIES. **$\frac{1}{2}$ - $\frac{1}{2}$ unit**

Theory and practice of folk dances of various nations and singing games.

Two one-hour periods per week.

- 61A. CLOGGING (Elementary). $\frac{1}{2}$ unit
Elementary waltz, clog, tap, and step dancing, leading to original routines by students.
Two one-hour periods per week.
- 61B. CLOGGING (Advanced). $\frac{1}{2}$ unit
Advanced tap, soft shoe, and step dancing with original routines by students.
Two one-hour periods per week.
- 62A-D. ATHLETICS (For Men). $\frac{1}{2}$ unit
Participation in seasonal sports.
Fall semester—Football and basket ball.
Spring semester—Basket ball, baseball, and track and field.
Three one-hour periods per week.
- 63A-D. ATHLETICS (For Women). $\frac{1}{2}$ unit
This course provides opportunity for participation in seasonal sports for women.
Fall semester—Hockey and basket ball.
Spring semester—Volley ball, baseball, track and field.
Three one-hour periods per week.
- 64A-B. TENNIS (Beginning, Men and Women). $\frac{1}{2}$ unit
Practice in perfecting the chop, drive, service and volley, followed by study and practice of the tactics of both singles and doubles.
Two one-hour periods per week.
- 64C-D. TENNIS (Advanced). $\frac{1}{2}$ unit
Practice in advanced tennis tactics, and participation in tournaments which are held as a regular part of the class work.
Two one-hour periods per week.
65. TUMBLING. $\frac{1}{2}$ unit
Limbering and stretching exercises followed by acrobatics, stunts, and pyramid building.
Two one-hour periods per week.
66. ARCHERY. $\frac{1}{2}$ unit
Principles and technic of shooting; manufacture and maintenance of archery tackle; participation in conduct of archery tournaments.
Two one-hour periods per week.
70. GOLF. $\frac{1}{2}$ unit
Principles and technic of playing golf.
Two one-hour periods per week.
- 101A-D. PHYSICAL ACTIVITIES FOR MEN. $\frac{1}{2}$ unit
Two hours of activity per week during the Junior and Senior years.
A continuation of course 50A-D.
Two one-hour periods per week.

102A-D. PHYSICAL ACTIVITIES FOR WOMEN. $\frac{1}{2}$ unit

Two hours of activity per week during the Junior and Senior years.
A continuation of course 52A-D.

Two one-hour periods per week.

151. KINESIOLOGY (Applied Anatomy). 3 units

The study of anatomy with special emphasis on the anatomy of muscles and joints, and its application to the movements involved in exercises and sports.

Three one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION. 3 units

This course attempts to formulate aims and objectives in physical education, on the basis of scientific fact and educational ideals.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION. 2 units

Examination of the aims and administration of all the agencies engaged in the promotion of community recreation, with particular emphasis on the study of public playgrounds, social centers, and recreation camps.

Two one-hour periods per week.

199. THE ORGANIZATION OF PHYSICAL EDUCATION.

2 units

The planning of a physical education program for the elementary school, the leadership of children in their play activities, their classification for play purposes, and the planning of play space and equipment are discussed and demonstrated in this course. Practical work in organizing and conducting physical activities is required of each student.

Two one-hour periods per week.

SCIENCE, BIOLOGICAL AND PHYSICAL**Requirements for Minor in Biological Science**

A minimum of 18 units of science credits required, of which six credits must be upper division. The lower division credits must include one from each of the following groups, A and B:

- A. 1. General Biology 1A and General Biology 1B and one semester of Zoology 1B or Botany 2B
or
- 2. Zoology 1A and Zoology 1B
or
- 3. Botany 2A and Botany 2B.
- B. 1. Chemistry 1A
or
- 2. Physics 1A and Physics 1B
or
- 3. Physics 10 and Geology 1A.

It is recommended that basic courses in Chemistry, Physics, and Geology be included in minor. Six credits in upper division must be elected in one field, i.e., either zoology or botany.

Agriculture**1. ELEMENTARY AGRICULTURE. 3 units**

A study of general agricultural problems which students will meet in teaching in rural communities.

Three one-hour periods per week.

Biology**1A. GENERAL BIOLOGY. 3 units**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food; growth; waste, elimination and death of organism.

Two one-hour and one two-hour periods per week.

1B. GENERAL BIOLOGY. 3 units

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Two one-hour and one two-hour periods per week.

Botany**2A. GENERAL BOTANY. 4 units**

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves.

Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour periods and two three-hour periods per week.

2B. GENERAL BOTANY.

4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour periods and two three-hour periods per week.

7. EXPERIMENTAL PLANT PHYSIOLOGY.

4 units

Study of fundamental life processes of plants, such as absorption, conduction, photo synthesis, and respiration in lecture and laboratory work. Prerequisite: Botany 2A-B and Chemistry 1A.

Two one-hour periods and two three-hour laboratory periods per week.

104A. FOREST BOTANY.

3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms.

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS.

3 units

A study of representative orders of flowering plants; their habits and growth, structure, classification and geographical distribution.

Two three-hour laboratory periods and three hours field work per week.

114. ADVANCED PLANT PHYSIOLOGY.

3 units

Advanced studies in plant growth and movement. Individual problems will be undertaken during the latter part of the semester. Prerequisite: Botany 7.

One one-hour period and two three-hour laboratory periods per week.

151. CLIMATIC DISTRIBUTION OF PLANTS.

3 units

Study of plant distribution with particular emphasis on west coast conditions. Work conducted in lecture and discussion classes with occasional field trips.

Three one-hour periods per week.

Chemistry

1A. GENERAL INORGANIC CHEMISTRY.

5 units

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued). 5 units

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Three one-hour lecture periods and two three-hour laboratory periods per week.

Geology**1A. GENERAL GEOLOGY. 3 units**

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

1B. HISTORICAL GEOLOGY. 3 units

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three one-hour periods per week. A few field trips and some laboratory work by arrangement.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS. 3 units

Prerequisite High school trigonometry; high school chemistry or physics recommended.

Two one-hour lectures and one three-hour laboratory period per week.

1B. HEAT AND THE PROPERTIES OF MATTER. 3 units

Prerequisite: High school chemistry, high school physics, or physics 1A.

Two one-hour lecture periods, and one three-hour laboratory period per week.

1C-1D. GENERAL PHYSICS. 3-3 units

Magnetism, electricity, wave motion, sound and light presented as a continuation of 1A-1B. Prerequisite: Physics 1A and 1B.

Two one-hour lecture periods, and one three-hour laboratory period per week.

10. THE MODERN VIEW OF THE PHYSICAL WORLD. 3 units

The development of human thought and experimental observation which have led to the modern view of the physical world.

Three one-hour periods per week and one two-hour laboratory period per week.

Physiology**1. INTRODUCTORY PHYSIOLOGY. 4 units**

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Two lectures and two three-hour laboratory periods per week.

Zoology**1A. GENERAL ZOOLOGY.****4 units**

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY.

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

112. INVERTEBRATE ZOOLOGY.**4 units**

Structure, classification, development and phylogeny of the invertebrates with special reference to the local fauna, both marine and fresh water. Lectures, special problems, laboratory and field work.

Two lectures and two three-hour laboratory periods or field trips.

113. GENERAL VERTEBRATE ZOOLOGY.**4 units**

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics.

Two lectures and two three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION.**3 units**

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution.

Three one-hour periods per week.

115. EUGENICS.**3 units**

A study through discussion and assigned reading of race problems, immigration, growth of population and the eugenic movement.

Three one-hour periods per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS. 3 units**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS. 3 units

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Textbook used: Fairchild, Furness and Buck, *Elementary Economics*, Vol. II, with supplementary readings from other authors. Prerequisite: Economics 1A.

Three one-hour periods per week.

11. ECONOMIC HISTORY OF THE UNITED STATES. 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors.

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING. 3 units

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i.e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more extensive examination of the problems of business cycles, government regulation and foreign trade financing.

Three one-hour periods per week.

150. LABOR ECONOMICS. 3 units

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social pro-

grams, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three one-hour periods per week.

189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.

3 units

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE.

3 units

Theory of international trade, balance of trade and payments, foreign exchanges and the financing of foreign trade, international debts, government control and direction of international trade, etc.

Three one-hour periods per week.

Geography

1. ELEMENTS OF GEOGRAPHY.

3 units

Treating of earth, air, and water as affecting life and human affairs, emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, etc., and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY.

3 units

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, etc., and such other subjects as treated in "*Principles of Human Geography*" by Huntington and Cushing supplemented by material found in such books as "*Industrial and Commercial Geography*" by J. Russel Smith.

Three one-hour periods per week.

History

4A. EUROPEAN HISTORY.

3 units

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the Industrial Revolution, and the French Révolution.

Three one-hour periods per week.

4B. EUROPEAN HISTORY.**3 units**

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three one-hour periods per week.

8A. HISTORY OF THE AMERICAS.**3 units**

A general survey of the history of the western hemisphere from its discovery to the establishment of independent American republics. The planting of European civilization on the American continent, the growth of the colonies of the different nations, the international contest for the continents and the wars of independence.

Three one-hour periods per week.

8B. HISTORY OF THE AMERICAS.**3 units**

The establishment of the independent American republics, their political, social and economic growth, their political organization and their relations with one another and with the rest of the world.

Three one-hour periods per week.

**153. ENGLAND UNDER THE TUDORS AND STUARTS,
1485-1689.****3 units**

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan Revolution, the Civil War, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750.**3 units**

An account of the older overseas empire and its breakup; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and the Pacific.

Three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION.**2-2 units**

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative ideals in the control of backward peoples.

Three one-hour periods per week.

181A-181B. THE HISTORY OF THE WEST.**3-3 units**

Territorial growth of the United States, the diplomacy and politics of expansion, the settlement and development of the West, and the influence of expansion upon American institutions and upon international affairs.

at each stage of advance. The emphasis will be upon the trans-Mississippi West.

Three one-hour periods per week.

Political Science

1A. COMPARATIVE GOVERNMENT.

3 units

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy.

Lectures, discussions and problems. Readings principally from Ogg's *The Governments of Europe*, and Munro's *The Governments of Europe*.

Three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.

3 units

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT.

3 units

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States Constitution established by the legislature of California.

Three one-hour periods per week.

INDEX

	PAGE		PAGE
Administration	27	History	100
Administration Credential	50	Home Economics	83
Admission	36	Honor Points	27
Advanced Standing	37	Industrial Education	84
Agriculture	63	Institute Service	24
Alumni Association	23	Junior High School Certificate	44
Amount of Work	27	Kindergarten-Primary Course	48
Appointment Service	22	Lectures and Entertainments	23
Aptitude Test	38	Letters and Science	59
Arcata	16	Library	22
Athletics	31	Literati	32
Attendance	29	Living Arrangements	24
Bookstore	26	Loan Fund	25
Biological Science	53	Location	16
Calendar	4	Marking System	27
Campus	17	Mathematics	86
Chemistry	96	Modern Languages	87
Climate	17	Music	88
College Civic Club	33	Official Directory	5
College Elementary School	13	Orienting Freshmen	30
Commerce	61, 71	Philosophy	91
Cosmopolitan Club	33	Physical Education	49, 92
Courses of Instruction	68	Physical Examination	37
Degree Courses	12	Physics	97
Elementary Education		Physiology	97
Junior High School Education		Political Science	102
Physical Education		Probation	28
Biological Science		Programs	27
English		Recreation	18
Social Science		Reports	28
Degree Course in Elementary		Rural Education	13
Education	40	Scholarship Index	28
Dramatic Workshop	32	Science, Biological and Physical	95
Economics	99	Self-Government	31
Education and Psychology	74	Self-Help	25
Employment	25	Semester Unit	27
English	55, 78	Social Life	34
English A Examination	38	Social Science	57
Expenses	24	Speakers' Bureau	23
Extension Service	23	Student Body	31
Faculty	7	Student Life	31
Fees	25	Student Teaching	38
Fundamentals	38	Supervision Credential	51, 77
General Information	12	Teachers College	12
Geography	100	Unit Defined	27
Geology	97	Y. M. C. A.	33
Graduation	40	Y. W. C. A.	33
Health Service	29	Zoology	98
Historical	15		

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INTRODUCTORY

CALENDAR, 1932-1933

Fall Semester 1932

Saturday, August 27-----Examination in English A, 9 a.m. to 12 m.
Freshman Registration, 9 a.m. to 5 p.m.
Monday, August 29-----General Registration
Tuesday, August 30-----Instruction begins
Friday, September 9-----Admission Day
Friday, November 11-----Armistice Day
Thursday, November, 24 to Sunday, November 27-----Thanksgiving recess
Saturday, December 17, to Sunday, January 1-----Christmas holidays
Monday, Tuesday, Wednesday, Thursday, January 9-12,-----
-----Semester examinations

Spring Semester 1933

Saturday, January 14-----Examination in English A, 9 a.m. to 12 m.
Freshman Registration, 9 a.m. to 5 p.m.
Monday, January 16-----General Registration
Tuesday, January 17-----Instruction begins
Saturday, April 8, to Sunday April 14-----Spring vacation
Monday, Tuesday, Wednesday, Thursday, May 22-25,-----
-----Semester examinations
Friday, May 26-----Commencement

Summer Session 1933

Probable dates, June 19 to July 28.

OFFICIAL DIRECTORY

HUMBOLDT STATE TEACHERS COLLEGE

Administered Through

the

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Women's Advisory Council

ANN V. CRAIG, Chairman

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VIOLET G. STONE

FACULTY

GIST, ARTHUR S.

PRESIDENT.

B.Ed., 1916; A.M., 1918, University of Washington; additional graduate work University of California and Columbia University. Elementary School Principal, Seattle, Washington, 1906-27, and Oakland, California, 1927-28; Director Teacher Training, San Francisco State Teachers College, 1928-30; Lecturer in Education, University of Washington, 1926-27; Lecturer in the Extension Division, University of California, 1927-29; Summer Session Instructor, University of Utah, Summer Session 1927; George Peabody College for Teachers, Summer Session, 1928; University of Southern California, Summer Sessions, 1931-32. Author: Elementary School Supervision; Administration of an Elementary School; Clarifying the Teacher's Problems; The Teaching and Supervision of Reading (co-author); New Stories from Eskimo Land (co-author). Editor of Yearbooks, Department of Elementary School Principals, National Educational Association. At Humboldt since 1930.

ARNOLD, HOMER L.

ASSOCIATE PROFESSOR OF EDUCATION.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B.S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana, 1915; A.M., University of Chicago, 1917; additional graduate work, University of Chicago, 1917, Stanford University, 1924. Six years experience as elementary and high school teacher; four years experience as high school principal; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. At Humboldt since 1921.

BALABANIS, HOMER P.

VICE PRESIDENT AND PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; A.M., University of Chicago, 1923; Ph.D., Stanford University, 1931. Assistant, School of Commerce and Administration, University of Chicago, 1922-23; Teaching assistant, Department of Economics, Stanford University, 1928-29. At Humboldt since 1923.

BESTOR, RUTH E.

ASSOCIATE PROFESSOR OF EDUCATION.

Graduate Kindergarten-Primary Course, University of Chicago, 1909; B.S., Columbia University, 1928; Graduate study, 1928-30. Kindergarten and First Grade Teacher, Kalamazoo, Michigan, 1909-16; Critic Teacher, Western State Normal, 1916-25; Demonstration First Grade, Western State Normal, Summer 1923; Critic Teacher, Kindergarten, University of California at Los Angeles, Spring, 1927; Demonstration Kindergarten, University of California at Los Angeles, Summers 1927-28; Teacher, Second Grade, Progressive School of Los Angeles, 1928-31. At Humboldt since 1931.

CLUXTON, HENRY T.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; A.M., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools, Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions, 1917-24; Instructor, Chico State Teachers College, Summer Session, 1927. At Humboldt since 1927.

CRAIG, ANN V.

PROFESSOR OF PHYSICAL EDUCATION.

A.B., Mills College, 1924; A.M., Columbia University, 1928. Assistant in Physical Education, Mills College, 1924-25; Acting Head, Department of Physical Education for Girls, David Starr Jordan High School, Los Angeles, 1925-27; Mills College Field Hockey and Sports Camp, July, 1927; Instructor in Physical Education, University of Virginia, Summer Session, 1928; Instructor of Physical Education, Occidental College, 1928-31. At Humboldt since 1931.

DAVIES, SARAH

SECRETARY TO THE PRESIDENT.

B.S., Linfield College, 1930; Secretary in office of Principal of high school, Everett, Washington, 1923-24; Secretary to Superintendent of Schools, Longview, Washington, 1925-26; Secretary to the President of Linfield College, 1928-29; Student Assistant in the Department of Business Administration, Linfield College, McMinnville, Oregon, 1929-30. At Humboldt since 1930.

DICKSON, BELLE L.

ASSISTANT PROFESSOR OF EDUCATION.

Graduate Cheney Normal School, Cheney, Washington, 1911; student, University of California, Summer Session, 1921; student University of Chicago, Summer Sessions 1922, 1923, 1924, 1925 and Spring and Summer, 1931. A.B., University of Washington, 1927. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

FOLSOM, ELMA McCANN

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Washington State College, 1929; A. M., Washington State College, 1930; additional graduate work, University of California, Emerson School, University of Oregon. Instructor in Elementary Department, Washington State College, 1913-14; Instructor in English in Seattle High Schools, 1916-21; Professor of English, Michigan State Normal College, Ypsilanti, Michigan. At Humboldt since 1930.

GRAVES, C. EDWARD

LIBRARIAN.

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor, Wesleyan University, 1909-11; with University of Illinois library, 1914-17; Librarian, Minnesota Historical Society, 1917-20. At Humboldt since 1924.

HICKLIN, MAURICE

PROFESSOR OF ENGLISH.

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; A.M., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925; Instructor in 1927 and 1928 Summer Sessions, University of California at Los Angeles. At Humboldt since 1925.

HOLLISTER, FREDERIC M.

ASSOCIATE PROFESSOR OF SOCIAL SCIENCE.

A.B., Olivet College, Michigan, 1887; Diploma, Hartford Theological Seminary, Hartford, Connecticut, 1891; A.M., Columbia University, New York, 1926; graduate student, Stanford University, Summer Session, 1925. Principal, Saluda Seminary, Saluda, North Carolina, 1920-21; Principal, High School and Superintendent of Schools, Saluda, North Carolina, 1921-23. At Humboldt since 1925.

HOWE, J. WENDELL

ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCE.

B.S., Oregon State College, 1924; graduate work University of California, 1925-26 and 1928-29; A.M., Stanford University, 1930; additional graduate work, University of Chicago, Summer Session, 1932. Nurseryman, 1924-25; Instructor in high school science, 1926-29; Ranger-Naturalist, Yosemite National Park, 1930; Instructor in Cryptogamic Botany and Invertebrates. Yosemite Field-School of Natural History, 1930. At Humboldt since 1930.

JEFFERS, EDMUND V.

ASSOCIATE PROFESSOR OF MUSIC

B.M. Ed., Illinois Wesleyan University, Bloomington, 1930; M. Mus., Bush Conservatory, Chicago, 1932. Studied voice with Theodore Harrison and composition with Jeanne Boyd. Instructor in Music, High School, Antioch, Illinois, 1930-32; Supervisor of Music, Grade Schools, Antioch, Illinois, 1931-32. At Humboldt since 1932.

JENKINS, HARRY L. COLLEGE PHYSICIAN.

A.B., University of California, 1920; M.D., University of California, 1925. Practicing physician in Humboldt County since August, 1925. At Humboldt since 1928.

JENKINS, HORACE R. ASSOCIATE PROFESSOR OF INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S., Oregon Agricultural College, 1927; M.S., Oregon Agricultural College, 1928. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

JOHNSON, ADELLA ASSOCIATE PROFESSOR OF MODERN LANGUAGES.

A.B., University of Minnesota, 1905; A.M., University of Washington, 1925; additional graduate work at University of Washington, Stanford University, Columbia University, University of Minnesota. Travel and study in France. Instructor in foreign languages, high schools of Minnesota and Washington, fourteen years; Teaching Fellow in French, University of Washington, 1924-25; Instructor in French and Latin, State Teachers College, Spearfish, South Dakota, 1925-31. At Humboldt since 1931.

JOHNSON, ELLEN O. ASSOCIATE PROFESSOR OF HOME ECONOMICS.

B.S., Oregon State College, 1921; graduate work, University of Oregon, Summer Session, 1921; University of California, Summer Session, 1924; Oregon State College, Summer Sessions, 1925 and 1931. Instructor, Beaverton High School, Beaverton, Oregon; 1921-23; Instructor, Astoria High School, Astoria, Oregon, 1923-26; Head of Home Economics Department and Director of Cafeteria, Longview, Washington, 1926-29; Summer Session Instructor, Humboldt State Teachers College, 1927, 1929. At Humboldt since 1929.

LITTLE, STELLA SANKEY PROFESSOR OF ART

A.B., Stanford University, 1913; advanced work at Stanford and the University of California, Summer Sessions of 1906, 1908 and 1911; study of masterpieces in art in various art galleries of Europe, 1910; A.M., and Fine Arts Supervision Certificate, Columbia University, 1928; Summer Session, Eugene, and Post Session, Alaska, University of Oregon, 1931; Summer Session, University of Oregon, 1932. Art Instructor in Miss Harker's School for Girls, 1904-06; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

MACGINITIE, HARRY D.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27; graduate work, University of California, 1931-32; Teacher, Caruthers Grammar School, Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California. At Humboldt since 1928.

McLANE, LUCY NEELY PROFESSOR OF ENGLISH AND SPEECH ARTS.

A.B., Colorado State Teachers College, 1915; B.L.I., Emerson College of Oratory, Boston, 1923; A.M., Stanford University, 1928; Graduate Student, Columbia University, 1916; Graduate Student, Boston University, 1922. Assistant Director of Story Telling and Dramatic Art, Boston Settlement, 1921; Department of Oral English and Dramatic Art, Colorado State Teachers College, 1916-30; Director of Children's Theater, Colorado Teachers College, 1924-29. At Humboldt since 1930.

OSTRANDER, MARIE CLARKE

ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College, 1928; graduate work at Stanford University Summer Quarters, 1928, 1929 and 1930. Formerly Supervisor of Music, San Diego City Schools; Instructor in 1923 Summer Session, University of Southern California; Instructor in Summer Sessions, 1924-25, San Francisco State Teachers College; member of University Extension Faculty, University of California, 1924-25. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE E.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Quarters, 1919, 1920, 1925; Stanford University, Summer Quarter, 1926. Twelve years experience in secondary schools, Shelton, Everett, and Seattle, Washington. At Humboldt since 1926.

POULTNEY, ROBERT H.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B.S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; additional graduate work, Hopkins Marine Station, Stanford University, Summer Session, 1927; University of California, Inter-session and Summer Session, 1932; Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

SCHILLING, DOROTHY CECILIA

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Stanford University, 1921; A.M., Stanford University, 1925; Ph.D., Stanford University, 1926. Assistant in Instruction, Department of English, Stanford University, 1925; Instructor in English, Kern Junior College, 1926-28. Field Aide, American Red Cross, 1916-1918; private secretary, 1921-23; Executive Secretary, Palo Alto Chapter American Red Cross, 1924. At Humboldt since 1928. (Leave of absence 1930-33.)

SCHUSSMAN, LEO GEORGE

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph.B., University of Chicago, 1912; A.M., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School, Wisconsin; Summer Session Instructor, Fresno State Teachers College, Summer Session, 1932. At Humboldt since 1924.

SHOLTY, MYRTLE

PROFESSOR OF EDUCATION.

Ph.B., University of Chicago, 1911; A.M., Teachers College, Columbia University, 1924 and Summer Session, 1930. Elementary school teacher, Wabash, Indiana, 1902-06; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-08; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

STONE, VIOLET G.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., in Education, Ohio University, 1928; A.M., University of Southern California, 1930; graduate work, University of Southern California, 1930-1931; Elementary Teacher in Maine, New Hampshire and Connecticut, 1913-21; Principal, Shaker Heights, Ohio, 1921-26; Critic Teacher, Ohio University, 1926-28; Supervisor Training Department, Bowling Green, Ohio, 1928-29; Principal and Teacher, Experimental School, Whittier, California, 1929-30. At Humboldt since 1931.

STROMBERG, NOAH A.

COLLEGE DENTIST.

D.D.S., College of Physicians and Surgeons, San Francisco, California, 1927. Practicing dentist in Arcata since 1927. At Humboldt since 1930.

TELONICHER, FRED

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27, and Summer Quarters, 1929 and 1930. At Humboldt since 1927.

WILSON, BERT F.

PROFESSOR OF COMMERCE.

M. Accts., Western Normal College (Iowa), 1900; B.S., B.D., Western Normal College, 1903-05; Summer Quarter, Zanerian Art College, Columbus, Ohio, 1903; A.M., Stanford University, 1927; additional graduate work, University of California, and University of Washington. Principal, Shenandoah Commercial Institute, Shenandoah, Iowa, 1900-03. Twelve years an Iowa Banker; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington, 1922-24; Head Department of Commerce, Senior High School, San Bernardino, California, 1924-26; Senior High School Principal, California, 1927-30. At Humboldt since 1930.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

WRIGHT, MONICA

INSTRUCTOR OF PHYSICAL EDUCATION.

B.S., University of Washington, 1929; M.S., University of Washington, 1931. Supervisor of Sports, St. Nicholas School for Girls, Seattle, Washington; Teaching Fellow in Physical Education, University of Washington, 1929-31. At Humboldt since 1931.

GENERAL INFORMATION

The chief purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to make the most progressive provisions for student teaching. It is the plan of this college to closely relate theory and practice so that all theory becomes meaningful to students through experience in teaching and thus to eliminate the gap that is so likely to exist between theory and practice. The presence of children in the training school keeps uppermost in the student's mind the central purpose of the college. Since modern education requires teachers having the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life, the college provides for the student a wide range of cultural and academic courses. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to both professional ideals and academic culture.

DEGREE COURSES

The college offers curricula leading to the Bachelor of Arts degree in the following majors:

- Elementary Education (Credential Course).
- Junior High School Education (Credential Course).
- Kindergarten-Primary Education (Credential Course).
- Physical Education (Credential Course).
- Public School Music (Credential Course).
- Biological Science.
- English.
- Social Science.

Lower division courses which constitute the foundation for liberal arts and science work, and for many of the professions,

are also available to students who intend to take upper division work elsewhere.

THE COLLEGE ELEMENTARY SCHOOL

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata and Eureka school authorities.

Every effort is made to give the pupils maximum educational opportunities through grouping and placement based on scientific measurement, through an interpretation of subject matter as a rich environment in which the child's main business is to grow, through the enthusiasm of the student teacher assisted by the broad experience of the helping supervisor.

The student teacher, after a semester of guided observation and participation, has full charge of a class in the elementary school either mornings or afternoons for one semester. Opportunity is thus given for learning the varied needs of children. Almost daily conferences are held with the supervisors. In student teaching special emphasis is placed on developing whatever originality and resourcefulness one may possess.

On the one hand the teacher is trained to follow established courses of study and to meet every day conditions to be found in regular public school work. On the other hand persistent effort is made to show the value of transforming the mechanized forcing school into a vitalized school that leads the child on through his own aroused interests. Enthusiastic teaching of this kind keeps the individual child at work so fully that health and happiness of an educational nature are the possessions of every pupil. At the same time the work of teaching becomes a definite pleasure and a genuine success.

In the near future the College will have one of the most efficient and best equipped training school buildings and playgrounds in the country. Appropriations have already been provided by the State and construction is under way.

RURAL EDUCATION

A large number of our graduates do their initial teaching under rural and semi-urban conditions. Therefore, provision is made to acquaint the prospective teacher with principles of rural education by providing courses with definite rural content, and by observation of rural schools. The aim

of these courses is to give the teacher a sympathetic understanding of the rural child's environment, and to enable him to solve his problems in the rural field.

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California Legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocom, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 Legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922. In 1930 a new gymnasium was added and recently four new modern tennis courts have been built for the use of students and faculty.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted at present, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same Legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase: For the college year ending June 30, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 274 students; 1927, 312 students; 1928, 325 students; 1929, 327 students; 1930, 373 students; 1931, 399 students; 1932, 403 students.

LOCATION

The college is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the

center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean.

The cities of Arcata and Eureka are delightful places of residence. The people are gracious and hospitable and the atmosphere of both places is altogether charming. The spirit of cooperation between the townspeople and College is especially cordial. Arcata has a population of approximately three thousand people and possesses all that goes to make up a modern, up-to-date city.

Eureka is only eight miles distant from Arcata, being connected with it by a new concrete highway along the edge of the bay. It is the metropolis of northern California and has a population of about 16,000. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CLIMATE

The climate of Arcata and the Humboldt Bay region is ideal for college work. The temperature in summer is very seldom higher than eighty degrees, and in winter freezing temperatures are rare. The average rainfall is about forty inches, mostly occurring during the winter months. There are very few weeks, however, at this season of the year without at least two or three days of sunshiny weather. The mildness of the climate and the plentiful supply of rain result in green grass and flowers the year around.

CAMPUS

There is an extensive lawn, planted with shrubs and small trees, along the whole front of the building. Directly across

the street from the Administration Building are four new modern tennis courts for the use of students and faculty. A block away a new \$170,000 College Elementary School is in process of construction. In the rear is an athletic field adjoining the new \$70,000 gymnasium. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

RECREATION

Humboldt College, situated on a low hill in front of a high range of hills, with a background of dense evergreen forests, looks out upon Humboldt Bay, a row of sand dunes, and the blue Pacific Ocean.

Part of the campus is covered by this forest of second-growth redwoods, spruces, firs and hemlocks.

The constantly shifting hills of sand which form dunes along the ocean shore extend from North Jetty of the harbor entrance to the mouth of Little River.

North of Little River the coastline becomes very rugged and the numerous caves, points, reefs and the Blowhole invite personal exploration. The lighthouse at Trinidad Head and the Blowhole, three miles south of Trinidad, are always interesting places to visit.

An hour's drive northward along the Redwood Highway brings the student to Big Lagoon, a salt water lake. This lagoon, protected from the strong breakers, forms a safe swimming and boating resort.

A pool on Mad River, a few minutes drive from the campus, is very popular on warm afternoons. Swimming can also be enjoyed at many pools along the Eel River to the south of Eureka.

Bull Creek Flat State Park includes within its borders the tallest tree within the United States. This giant Redwood towers some 275 feet above the ground. There are other groves of redwoods along the river which are delightful spots for outings.

THE LIBRARY

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately thirteen thousand five hundred volumes, about

one thousand of which are State textbooks, furnished free by the State for the use of the teachers and students in the College Elementary School. The remainder of the collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for one hundred and forty-six magazines, about half of which are scientific or technical and the others of a general nature.

PLACEMENT SERVICE

A Placement Bureau is maintained to perform a double service: To help Humboldt graduates, both those newly graduating and those teaching in the field, obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Placement Bureau. Such students should register with the Director of Placement early in their senior year.

LECTURES AND ENTERTAINMENTS

Public assemblies of students, faculty and visitors are scheduled at least twice a month, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers. Often students from the Speech Arts Department introduce the speakers, and students from the Music Department direct the community singing.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. A permanent

Alumni Association was organized at this time. Meetings are held three times a year—one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one during the summer session.

The following are the officers for the current year: President, Leno Moll; vice president, Helen Goyan; secretary, Jessie T. Woodcock; treasurer, Hugh B. Stewart.

EXTENSION SERVICE

Extension classes will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Since the College is a State institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the State. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

SPEAKERS' BUREAU

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the President for further information.

INSTITUTE SERVICE

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, by actual demonstrations of classroom practices, and by furnishing musical numbers and dramatic productions.

EXPENSE

Living Arrangements

Living arrangements for all students must be approved by the College administration. A list of approved rooms should be secured from the Financial Secretary.

All lower-division women students whose homes are outside of Arcata and Eureka are required to live at Sunset Hall, the women's dormitory, unless special arrangements have been made with the administration by the parents. It is advisable for upper division women also to reside at Sunset Hall.

Sunset Hall is directed by a competent Head Resident under the direction of the President. A most wholesome family spirit prevails. This hall is provided with a pleasant living room which is the center for many pleasant social gatherings. Improvements each year are making the dormitory more comfortable and more attractive.

Rooms at Sunset Hall are rented for the entire semester at the rate of \$6 a month where two occupy the same room. Single rooms are rented at \$12 a month. Students furnish all bedding and linen, including mattress protector and towels. Rooms are rented for the entire semester. Any student who finds it necessary to leave the dormitory during the semester should first consult the Women's Advisory Council and then submit two weeks' notice to the Financial Secretary.

It is important that the College have correct local addresses for all students. These addresses are kept in the office of the Secretary to the President and in the office of the Registrar.

The College Commons is under the supervision of a trained director. Board, including three meals, averages \$25 per month. Allowance is made for students who go home week-ends. The Commons also furnishes noon lunches, cafeteria style, to day students.

FEES

General

Regular semester registration fee-----	\$6 50
Student Body fee per semester-----	5 00
Physical Education fee per semester-----	1 00
Health fee per semester-----	1 00

Special

Delayed transcript fee-----	1 00
Late registration fee-----	2 00
Diploma fee at graduation-----	2 60
Additional transcripts, each-----	1 00
Repetition of English A course-----	10 00
Course in Fundamentals-----	10 00

Art Appreciation-----	\$0 75
Art Structure-----	1 75
Elementary Crafts-----	1 75
Lettering and Design-----	2 25
Public School Art-----	1 50
Botany fee per semester-----	0 50
Biology fee per semester-----	1 00
Chemistry Laboratory fee per semester-----	5 00
(\$2.50 for breakage, returnable)	
Glee Club fee per semester-----	0 75
Physics Laboratory fee per semester-----	2 50
Pottery fee per semester-----	3 50
Zoology fee per semester-----	1 00

Summer Session

Summer Session registration fee-----	\$20 00
Summer Session lecture and recreation fund-----	0 50
Summer Session Physical Education fee-----	0 50

NOTE.—All students are expected to pay the Student Body fee to the Financial Secretary at the time of registration unless temporary arrangements have been made with the President of the College.

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy and deserving students. The College has the policy of employing as much student help as possible, particularly in the Commons, and for other types of work on the campus. In certain months the student pay roll runs as high as \$300. The College also has requests for assistance in light housework, care of children, janitorial and clerical work. Application for employment should be made to the Financial Secretary before registration.

STUDENT LOAN FUND

A small loan fund is at the disposal of the College to assist worthy students to meet their necessary expenses. It has generally been the policy to make this fund available to students in the upper division courses. Students needing financial assistance are advised to discuss their needs confidentially with the President.

BOOKSTORE

The College conducts a bookstore which sells without profit all college textbooks and supplies.

ADMISSION

ALTERNATIVE QUALIFICATIONS

- I. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the College, or for sufficient reason continued as provisional students.

- II. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied as determined by the faculty of the College.

III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Transfers with Advanced Standing.

1. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

2. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(a) Not more than sixty-four credits of lower division standing may be offered.

(b) No credits for professional courses in education may be offered.

GENERAL QUALIFICATIONS

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction.

MATRICULATION IN OTHER INSTITUTIONS

Courses taken here are evaluated credit for credit at the University of California.

Graduates who have followed a full four-year course and have received the A.B. degree in the year 1928 or subsequent thereto, and who have not inverted the curriculum in the four-year program, will be admitted to graduate stand-

ing in the University of California on the presentation of their diplomas. In other words, they will be treated in just the same way as graduates of colleges on the accepted list of the Association of American Universities. The amount of work to be taken at the University of California will depend upon the major subject which the student selects for graduate work. This can only be determined after the student has been interviewed at the University of California by the major department of his choice. Such procedure, however, applies equally to graduates of all universities and colleges without exception.

Our pre-secondary degrees are arranged for students planning to teach in high school. If the course chosen is carefully followed, students will be able after a full year of graduate work to secure at the University of California the general secondary credential which will authorized them to teach in the high schools of the State.

The University of California Graduate Division finds that it is rarely if ever possible for a graduate with the A.B. degree from any institution to receive the high school credential and the master's degree in one year.

GENERAL REGULATIONS

Registration

In order to have plenty of time to discuss with each student his special needs and to insure guidance by those qualified, the College registers each student several weeks in advance.

Pre-registration for freshmen is also advised. General freshman registration is held on the Saturday preceding the opening of the term. Freshmen are advised to have their high school transcripts sent to the Registrar several weeks before the opening of the term.

Students will meet at the College on the appointed days in August, January, and June for completion of registration details. Each student must register in person and must pay all fees at that time. Students registering after the appointed day will be required to pay a late registration fee of \$2.

No student will be admitted after the second week of the semester except upon petition to the faculty through the Scholarship Committee.

Changes in registration made subsequent to the regular day of registration must be approved by the Registrar.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will consist of a theme of approximately five hundred words on a subject chosen from a list of ten. Students failing to pass this examination will be enrolled in the noncredit course in English A.

Health Service and Examination

In order to safeguard the health of the students the College engages a college physician and maintains a health service whose purpose is to examine, counsel and assist students. At least three medical examinations are given each student, as follows:

- (1) At entrance (including a chest X-ray and a dental examination).
- (2) Prior to teacher-training work.
- (3) Before graduation.

Emergency treatment is given in case of accident or illness. By special arrangement through the Health Department and the Student Body, with the cooperation of a local hospital, hospital service is being provided at special rates.

Physical Education

Every student carrying 12 or more units of work is required to take physical education unless excused by the Director of Health and Physical Education.

College Aptitude Test

All new students are required to take the college aptitude test.

Orientation

An orientation course, meeting once a week, is required of all freshman students. This course provides an opportunity for analysis and discussion of college problems pertinent to beginning students, such as ideals, scholarship, adjustment, health, student government, methods of study and matriculation in other institutions, and also for planning and conducting class activities for recreation and self-improvement.

STUDENT PROGRAMS

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of the "index of scholarship" of the student. This index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units. The following chart will be used as the basis for granting petitions for programs varying from the normal load:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

The Scholarship Committee secures a health statement from the Health Department for all students applying for more than 16½ units of work.

In order to secure credit for their work students must have their programs approved by the Registrar. All subsequent changes in program must have similar approval.

A minimum program of 12½ semester units, including physical education, is required for classification as a regular student.

SEMESTER UNIT DEFINED

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

MARKING SYSTEM

A five-point marking system is used with A, B, C, or D, indicating a passing grade, and F, meaning failure. Plus (+) as given in certain courses, means passed without defining grade except in physical education where it means C or better; Cond., conditioned; inc., incomplete; W., withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D, otherwise it becomes F.

All incomplete grades must be made up within one year.

HONOR POINTS

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

REPORTS

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Mid-semester reports are made to students doing unsatisfactory work. These reports are following by conferences with the President. Students having special difficulties in certain subjects are periodically interviewed by the President.

SCHOLARSHIP REGULATIONS

General Requirements

A general scholarship average of "C" together with an average of "C" in both minors is required of all candidates for the Junior High School and the General Junior High School Credentials.

A general scholarship average of "C" will be required for graduation from any curriculum of the College after January 1, 1936.

Student Teaching

Student teaching is recognized as one of the most valuable phases of teacher training. It is in this activity that the student is trained under sympathetic but competent guidance for practical situations of the classroom. In their work with the student the Director of Teacher Training and the supervisors provide normal schoolroom situations so that the student will be able to adapt himself in the field with minimum adjustment. Recommendations to superintendents are very largely based upon the type of work accomplished in student teaching.

In organizing the work for the student teachers each student is required to teach successfully a minimum of three hours daily for one semester. Concurrently with this student teaching are held frequent conferences with supervisors and a weekly conference with the Director of Training. Customarily this work is taken during the senior year.

Only those students who have maintained a satisfactory scholarship and have fulfilled the college requirements in the fundamentals are eligible for student teaching. Certain personal qualities are also carefully considered by the faculty. After 1934 a general average of "C" will be required for all students wishing to do student teaching.

A grade of "C" or better is required in student teaching in every field for which a credential is granted by the College.

Probation and Disqualification

Students whose scholarship average for any semester falls below a "D" average are subject to disqualification. Students whose personal conduct is unsatisfactory may be disqualified by faculty action at any time.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

Students whose scholarship is low are subject to probation. Scholarship average during the probationary semester must be satisfactory. Each case is considered individually upon its merits.

CLASS ATTENDANCE

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it.

Every student is required to attend all of his class exercises and perform the work of the course in a systematic manner. Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course.

The maximum number of absences in any course allowed a student without excuse is equal to the number of credit units in the course. Each hour's absence from laboratory is counted as one-half or one-third value according to the number of laboratory hours required for a unit of credit. The maximum allowed in Physical Education is two. For every unexcused absence above the cut limit the grade is reduced so that a number of unexcused absences above the cut limit equal to the number of credit hours in the course automatically reduces the grade to "D" and twice the number of unexcused absences above the cut limit automatically reduces it to "F."

All excused absences are to be filed with the President's secretary within 48 hours after return.

Fundamentals

All students in the teacher training courses are required to show an everyday working knowledge of the fundamental subjects in the elementary curriculum—reading, English, grammar, writing, arithmetic, history, geography, nature study, and science. Necessity for doing work in fundamentals will be evidenced by illegible writing, misspelled words, poor sentence structure in written work in any of the college courses, and by standardized tests and measurements which will be given during the sophomore or junior year to all candidates for student teaching.

Students whose skill in the fundamentals is not satisfactory must bring their work up to standard before they will be permitted to enroll for student teaching. This may be done by studying independently or by enrolling in the fundamentals course which gives a thorough review of the required subject matter and carries a fee of \$10.

A second examination in the fundamentals may be given to all students before graduation.

Participation in Extra-Curricular Activities

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon meeting the prescribed scholarship requirements and upon the recommendation of the instructor or coach in charge of the activity. Participation is limited to students who have paid their student body dues.

The scholarship requirements are as follows:

- (1) A student must be carrying at least 12 units of work.
- (2) A student must have passed in 11 of the units carried during his last semester in college.
- (3) A student must be passing in 11 of his units before each game or performance.

STUDENT LIFE

STUDENT SELF-GOVERNMENT

When a student enters the College, the authorities take it for granted that he has an earnest purpose, studious habits, and is willing to observe a proper standard of personal conduct.

To assist students in developing such good habits, the College has organized a system of student self-government, and a constitutional convention consisting of students and faculty members has drawn up a constitution which was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility, the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The faculty retains the authority and oversight over certain matters such as Student Body finances and external relations necessitated by sound administrative jurisdiction and general responsibility as provided by law and the best interests of the students. The extent to which college policies and routine matters can be delegated to students is naturally dependent upon their ability to assume such responsibilities. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship.

Board of Control of Student Body

The Board of Control is the student government agency consisting of five members elected every semester by the student body, and charged with the responsibility of maintaining high standards of conduct in the College.

Executive Committee of Student Body

The Executive Committee consists of the President, Vice President, Secretary, Treasurer and Publicity Manager of the Student Body, the members of the Board of Control and the

President of the College or a faculty sponsor appointed by the President. The duties of this committee are to have charge of school elections, to adjust budgets, to pass on all bills and to see that they are paid, to authorize purchases, to take an inventory of all Student Body property at the end of the school year, to set the amount of dues and to look after all Student Body affairs not specifically covered by the Constitution and By-laws.

Athletics

Believing that certain mixed activities promote desirable social relationships between men and women, the College has developed a program of mixed intramural sports in volleyball, tennis, archery and golf.

All students participating in athletics are required to pass a satisfactory health examination each season.

Varsity:

Men students play a regular schedule of games in football, basketball, tennis and baseball with colleges and other organizations in California and Oregon. Such intercollegiate competition supplements intramural and interclass competition in which practically all the men students take part. Participation in varsity teams is limited to men whose scholarship is satisfactory.

Women's Athletic Association:

Membership in the Women's Athletic Association is open to all women students at Humboldt State Teachers College. The purpose of the organization is: to stimulate an interest in women's athletics; to provide wholesome participation in athletics; to further social relationships; to offer assistance in the promotion of an adequate program of athletics for high school girls.

Activities sponsored by the Women's Athletic Association for intramural and interclass competition include field hockey, volley ball, basketball, baseball and tennis.

The Women's Athletic Association conducts an annual fall Play Day for the girls in the near-by high schools.

Associated Men Students

The Associated Men Students is an organization formed in the fall of 1931. Its purpose is to enable the men to act as

a body in promoting desirable extra-curricular and other activities for men students.

Projects undertaken by this organization during its first year were: (1) policing of grounds and buildings at athletic contests; (2) a campaign to add track and field athletics to the list of major sports sponsored by the Student Body; and (3) promotion and direction of an annual Men's High Jinks. This event is held in the spring of each year and all high school students of Northwestern California are invited.

Chi Sigma Epsilon

Chi Sigma Epsilon, the College honor society, elects members from the upper classes twice during each college year. The membership may never exceed a small percentage of the Student Body. The student does not seek election but rather the society selects members from those students who have high scholastic attainments, qualities of leadership and high ideals of character. Chi Sigma Epsilon Pledging Day honors those students elected to membership.

Dramatic Workshop H

The Dramatic Workshop H provides opportunities for self-expression, and for practical experience in presenting plays before the general public. Plays are chosen from among the works of outstanding playwrights.

National Dramatic Fraternity

In November, 1931, the Alpha Psi Omega, national dramatic honor society, established a local chapter known as the Beta Alpha Cast. Students attaining a high standard of work in dramatics may be rewarded by election to membership in this fraternity.

Pro Musica

Pro Musica is an organization for young people who are seriously interested in the study of applied music—voice, piano or orchestral instruments. Monthly recitals are given by members and prospective members of the club. Only those who have taken part in such a program are eligible to active membership, but all who are interested in the work of the club may become associate members, and the general public is invited to the recitals.

Other Musical Organizations

A women's choral club, men's choral club and orchestra are maintained each semester, and other special groups such as men's quartets, women's trios, string quartets, etc., are organized to utilize available exceptional talent.

Cosmopolitan Club

This is an organization of students and faculty interested in social, economic and political problems of national and international importance. Its purpose, as stated in the preamble to the constitution, is to "broaden our viewpoint toward life, promote interest in world affairs, cultivate a spirit of understanding of all peoples and foster international good will."

College Civic Club

The prime objectives of this organization are to help solve the various problems of college life and to promote living in a constructive and positive manner. Its organization is connected with the work of the course in Principles of Education.

Some of the major projects sponsored and accomplished by the Club are a campus lighting system, improved study conditions and supervision of the overflow study room in the Commons, mail boxes for the students and an inner-court pool and fountain. Among the minor accomplishments are social and educational projects of various types involving both civic and esthetic factors.

Young Men's Christian Association

The College "Y" program includes activities such as noon forums; discussion groups; Asilomar Conference, held near Monterey at Christmas each year; sponsoring the Redwood Empire Older Boys' Conference; sponsoring the visit of vocational guidance experts from time to time, etc.

Membership is open to any college man who wishes to sign the membership pledge.

Social Life

The social life of the College is sponsored by the different student body organizations and by the faculty.

A small college offers to each student many opportunities for friendships and social activities. Among these are monthly, and occasional noon-hour, dances. The Women's Athletic Association sponsors banquets and sports affairs throughout the year. Informal functions are frequently held for and by the students who reside in Sunset Hall.

To further student-faculty relationships all freshman women are entertained at a tea by their various instructors and advisers during the early part of the college year. Senior women are entertained in the spring at a tea given by President and Mrs. Gist.

In order that the students may early in their college careers become better acquainted with the President and Mrs. Gist and with each other, every freshman is entertained sometime during the year at a Sunday morning breakfast at the home of the President.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

Counseling Agencies

The College has a definite program of counseling and guidance for entering freshmen. Special counseling will be given individually to the freshmen at the time of registration and periodically during the year by the President and faculty advisers.

Sponsors from upper classmen are assigned to assist new students in becoming acquainted with members of the Student Body and various details of college life.

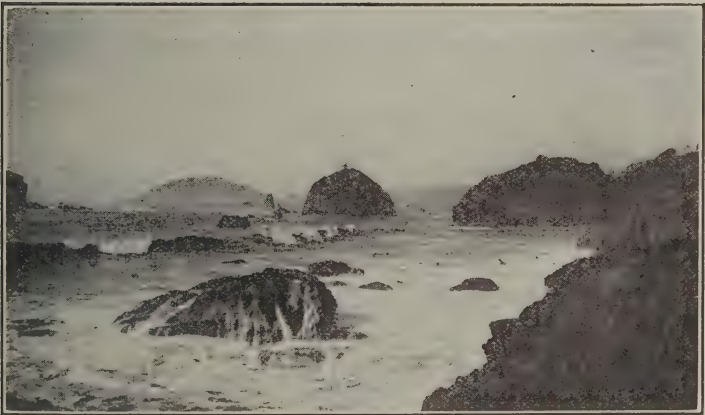
A faculty member is appointed as adviser for the class.

Women's Advisory Council

The function of the Women's Advisory Council, composed of three faculty women, is to serve the women students of the College in any needed capacity. The members of this Council, either individually or as a group, are available at all times to assist organizations or individual students in personal, financial or social matters. The Council is also responsible for assisting the Administration in formulating regulations concerning the housing of students.



COLLEGE COVE



TRINIDAD COAST

THE A.B. DEGREE WITH MAJOR IN GENERAL ELEMENTARY EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education and the regulations of the faculty of the College, requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential.

Subject Requirements—Lower Division

ART	Units
Art Structure.....	2
	2
ENGLISH	
English 1A.....	3
English 1B.....	3
	6
FUNDAMENTALS*	
English A.....	0
Arithmetic A.....	0
Geography A.....	0
History A.....	0
Language Usage A.....	0
Penmanship A.....	0
Spelling A.....	0
Speech A.....	0
MUSIC	
Sight Singing.....	1
	1
PHYSICAL EDUCATION	
Hygiene.....	2
Activities for Adults, one-half unit each semester.....	2
	4
PSYCHOLOGY	
General Psychology.....	3
	3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL

	Units
Modern View of the Physical World-----	3
Geology 1A-----	3

A year course chosen on the following basis:

- A. For students not having credit for one year high school Biology—Biology 1A and 1B----- 6
- B. For students having credit for one year high school Biology—
Botany 2A and 2B, or Zoology 1A and 1B----- 8

 12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A-----	3
Economic History of the United States-----	3
	15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Induction to Teaching-----	6
Educational Psychology-----	2
Growth and Development of the Child-----	2
Educational Measurements-----	2
Principles of Education-----	2
Rural Education-----	2
Methods Teaching Science in Elementary School-----	2
Student Teaching-----	10
	28

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

	Units
Activities for Adults, one-half unit each semester-----	1
Methods in Plays and Games-----	1
Organization of Physical Education-----	2
	4

SOCIAL SCIENCE

American Government-----	3
	3

SPEECH

Children's Literature and Story Telling-----	2
	2

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Home Economics
Art	Industrial Arts
Biological Science	Mathematics
Commercial Education	Music
Economics	Physical Education
English	Physical Science
Foreign Languages	Speech
History	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than Education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

RECOMMENDED SEQUENCE (Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science-----	3	Science-----	3
Public Speaking 1A-----	3	Art Structure-----	2
Hygiene-----	2	Sight Singing-----	1
Elective-----	2	Elective-----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. Hist. of U. S.-----	3
Science-----	3 or 4	Science-----	3 or 4
Minor-----	3	Minor-----	3
Minor-----	3	Minor-----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Child. Lit. and St. Tlg.-----	2	Induction to Teaching-----	6
Educational Psychology-----	2	Growth and Development-----	2
Minor-----	3	Org. of Phys. Educ.-----	2
Minor-----	3	Public School Music-----	2
Electives-----	6	Public School Art-----	2
Plays and Games A-----	$\frac{1}{2}$	Science in Elem. School-----	2
		Plays and Games B-----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Student Teaching-----	10	American Government-----	3
Educ. Measurements-----	2	Minor-----	3
Prin. of Education-----	2	Minor-----	3
Physical Activities-----	$\frac{1}{2}$	Rural Education-----	2
		Electives-----	5
		Physical Activities-----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJOR IN GENERAL JUNIOR HIGH SCHOOL EDUCATION

The regular four-year degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the College for the General Junior High School Credential requires for graduation 124 semester units.

Subject Requirements—Lower Division

ART

Units

Art Structure	2
	2

ENGLISH

English 1A	3
English 1B	3
	6

FUNDAMENTALS*

English A	0
Arithmetic A	0
Geography A	0
History A	0
Language Usage A	0
Penmanship A	0
Spelling A	0
Speech A	0

MUSIC

Sight Singing	1
	1

PHYSICAL EDUCATION

Hygiene	2
Activities for Adults, one-half unit each semester	2
	4

PSYCHOLOGY

General Psychology	3
	3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL	Units
Modern View of the Physical World.....	3
Geology 1A	3
A year course chosen on the following basis:	
A. For students not having credit for one year high school	
Biology—	
Biology 1A and 1B.....	6
B. For students having credit for one year high school	
Biology—	
Botany 2A and 2B or Zoology 1A and 1B.....	8
	12 or 14

SOCIAL SCIENCE

History 4A and 4B.....	6
Cultural and Regional Geography.....	3
Economics 1A	3
Economic History of the United States.....	3
	15

SPEECH

Public Speaking 1A.....	3
	3

Subject Requirements—Upper Division

ART

Public School Art.....	2
	2

EDUCATION

Induction to Teaching.....	6
Educational Psychology	2
Growth and Development of the Child.....	2
Educational Measurements	2
Principles of Education.....	2
Rural Education	2
Methods Teaching Science in Elementary School.....	2
Principles of Junior High School Education.....	2
Methods Courses in Minors.....	4
Student Teaching	12
	36

MUSIC

Public School Music.....	2
	2

PHYSICAL EDUCATION		Units
Activities for Adults, one-half unit each semester-----		1
Methods in Plays and Games-----		1
Organization of Physical Education-----		2
		4
SOCIAL SCIENCE		
American Government-----		3
		3
SPEECH		
Children's Literature and Story Telling-----		2
		2
Majors and Minors		

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Home Economics
Art	Industrial Arts
Biological Science	Mathematics
Commercial Education	Music
Economics	Physical Education
English	Physical Science
Foreign Languages	Speech
History	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Not more than 12 units in the Education group may be allowed in the lower division nor more than 40 units in Education in the combined lower and upper divisions.

Not more than 50 units in any one subject other than Education may be allowed in the combined lower and upper divisions.

Minimum residence requirement for the degree course is 24 semester units.

RECOMMENDED SEQUENCE (Junior High School Education)

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science -----	3	Science -----	3
Hygiene -----	2	Geography 2-----	3
Art Structure-----	2	Public Speaking 1A-----	3
Elective -----	3	Sight Singing-----	1
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
General Psychology-----	3	Educational Psychology--	2
Economics 1A-----	3	Economic History of U. S.	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Induction to Teaching----	6	Student Teaching in Elem.	
Growth and Development..	2	School and in Minor----	10
Organ. of Phys. Ed.-----	2	Child Literature and	
Public School Music-----	2	Story Telling-----	2
Public School Art-----	2	Organ. Teaching courses	
Science in Elem. School--	2	in Minors-----	4
Plays and Games-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Student Teach. in Minors..	2	American Government---	3
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Educ. Measurements-----	2	Electives -----	6
Prin. of J.H.S. Educ.-----	2	Physical Activities-----	$\frac{1}{2}$
Prin. of Education-----	2		
Rural Education-----	2		
Physical Activities-----	$\frac{1}{2}$		

THE A.B. DEGREE WITH MAJORS IN KINDERGARTEN-PRIMARY EDUCATION AND IN GENERAL ELEMENTARY EDUCATION

This combination course will give both the General Elementary Credential and the Kindergarten-Primary Credential.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science -----	3	Science -----	3
Public Speaking 1A-----	3	Art Structure -----	2
Hygiene -----	2	Sight Singing -----	1
Elective -----	2	Elective -----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Geography 2-----	3	General Psychology ----	3
Economics 1A-----	3	Econ. History of U. S.---	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Curriculum and Materials for Kinder.-Pri.---	4	Kinder.-Primary Art-----	2
Minor -----	3	Kinder.-Prim. Lit. and S. T. -----	2
Minor -----	3	Induction to Teaching---	6
Educational Psych.-----	2	Growth and Development	2
Public School Art.-----	2	Organ. of Phys. Ed.-----	2
Public School Music-----	2	Science in Elem. Sch.-----	2
Plays and Games-----	$\frac{1}{2}$	Plays and Games-----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Student Teaching-----	12	Kind.-Prim. Mus. and Games -----	2
Educa. Measurements ---	2	Kind.-Prim. Social Act.---	2
Prin. of Education-----	2	American Government ---	3
Physical Activities-----	$\frac{1}{2}$	Minor -----	3
		Minor -----	3
		Rural Education -----	2
		Physical Activities -----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJORS IN PUBLIC SCHOOL MUSIC AND GENERAL ELEMENTARY EDUCATION

This combination course gives both the Special Credential in Public School Music and the General Elementary Credential.

In addition to the subjects listed below, six units of credit in Voice and six units of credit in Piano are required for the course. This work should be taken through private instruction under the direction of the Music Department of the College. Examinations for credit will be held at the College at the close of each semester.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A_____	3	English 1B_____	3
History 4A_____	3	History 4B_____	3
Science _____	3	Science _____	3
Public Speakingt 1A____	3	Art Structure _____	2
Hygiene _____	2	Sight Singing _____	1
Dictation _____	2	Advanced Dictation_____	2
Physical Activities_____	$\frac{1}{2}$	Choral _____	1
		Physical Activities_____	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Geography 2_____	3	General Psychology_____	3
Economics 1A_____	3	Econ. History of U. S. _____	3
Science _____	3 or 4	Science _____	3 or 4
Elementary Harmony____	3	Intermediate Harmony____	3
Minor _____	3	Minor _____	3
Physical Activities_____	$\frac{1}{2}$	Physical Activities_____	$\frac{1}{2}$

SUMMER SESSION

Music History A_____	3
Conducting _____	2
Vocal Ensemble _____	1

JUNIOR YEAR

First Semester

Units

Child Lit. and St. Tlg.---	2
Educ. Psychology-----	2
Adv. Sight Singing-----	3
Minor -----	3
Brass Instruments-----	2
Composition -----	2
Choral -----	1
Plays and Games-----	$\frac{1}{2}$

Second Semester

Units

Induction to Teaching--	6
Growth and Development	2
Organ. of Phys. Educ.---	2
Public School Music----	2
Public School Art-----	2
Sci. in Elem. School----	2
Plays and Games-----	$\frac{1}{2}$

SUMMER SESSION

Music History B.-----	3
Music Appreciation Methods-----	2
Vocal Ensemble-----	1

SENIOR YEAR

First Semester

Units

Student Teaching in Ele- mentary -----	8
Student Teaching in Music -----	2
Educ. Measurements ----	2
Prin. of Education-----	2
Woodwind Instruments--	2
Physical Activities-----	$\frac{1}{2}$

Second Semester

Units

Student Teaching in Music -----	2
American Government---	3
Minor -----	3
Rural Education-----	2
Form and Analysis-----	2
Orchestration -----	2
String Instruments-----	2
Physical Activities-----	$\frac{1}{2}$

MINOR IN PUBLIC SCHOOL MUSIC

Students wishing to minor in Music must show evidence of musical talent and must have some training in piano or some other musical instrument as well as ability to sing. Courses required for the minor are as follows:

	Units
Music 1A Introductory Sight Singing-----	1
Music 1B Advanced Sight Singing-----	3
Music 3B Music History and Appreciation-----	3
Music 109 Conducting -----	2
Music 190 Public School Music-----	2
Music 192 Music Appreciation Methods-----	3

THE A.B. DEGREE WITH MAJORS IN PHYSICAL EDUCATION AND GENERAL ELEMENTARY EDUCATION

This combination course gives both the Special Credential in Physical Education and the General Elementary Credential.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science-----	3	Science-----	3
Public Speaking 1A-----	3	Art Structure-----	2
Hygiene-----	2	Physiology-----	4
Sight Singing-----	1	Physical Activities-----	$\frac{1}{2}$
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$
Physical Activities-----	$\frac{1}{2}$		

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. History of U. S.-----	3
Science-----	3 or 4	Science-----	3 or 4
Minor-----	3	Minor-----	3
Kinesiology-----	3	First Aid-----	1
Physical Activities-----	$\frac{1}{2}$	Coaching B.-----	1
		Physical Activities-----	$\frac{1}{2}$
		Physical Activities-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Child. Lit. and Story Tell.-----	2	Induction to Teaching-----	6
Educational Psychology-----	2	Growth and Development-----	2
Prin. of Phys. Educ.-----	3	Organ. of Phys. Educ.-----	2
Minor-----	3	Public School Music-----	2
Corrective Phys. Educ.-----	2	Public School Art-----	2
Coaching A-----	1	Science in Elem. School-----	2
Elective-----	2	Plays and Games-----	$\frac{1}{2}$
Physical Activities-----	$\frac{1}{2}$		
Plays and Games-----	$\frac{1}{2}$		

SENIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Student Teach. Elem.-----	6	Student Teach. Phys. Ed.-----	4
Student Teach. Phys. Educ. Elementary-----	2	American Government-----	3
Educational Measure-----	2	Minor-----	3
Principles of Educ.-----	2	Rural Education-----	2
Community Recreation-----	2	Health Education-----	2
Physical Activities-----	$\frac{1}{2}$	Elective-----	2
		Physical Activities-----	$\frac{1}{2}$

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
ADMINISTRATION CREDENTIAL BY THE STATE BOARD
OF EDUCATION**

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly acceptable teaching experience.
- B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required) :

- 1. School Administration and Supervision.
- 2. Growth and Development of the Child.
- 3. Philosophy of Education.
- 4. Educational Tests and Measurements.
- 5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.
4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a Valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.

3. Philosophy of Education.
4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN BIOLOGICAL SCIENCE**Lower Division****ENGLISH**

English 1A and 1B.....	Units 6
	6

FOREIGN LANGUAGES

Foreign Languages (in not more than two languages. French required.)	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	

15**PHYSICAL EDUCATION**

Hygiene	2
Activities (One-half unit each semester)	2
	4

PSYCHOLOGY

General Psychology	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Botany 2A and 2B.....	8
Chemistry 1A.....	5
Physiology	4
Zoology 1A and 1B.....	8
	25

SOCIAL SCIENCE

Year course.....	6
Elective	3
	9

Upper Division**EDUCATION**

Educational Measurements.....	2
Educational Psychology.....	2
Growth and Development of Child.....	2
Principles of Junior High School Education.....	2
Electives	4
	12

PHYSICAL EDUCATION

	Units
Activities (One-half unit each semester)-----	2
	2

SCIENCE, BIOLOGICAL

Botany 104A and 104B-----	6
Additional upper division Botany-----	6
Eugenics -----	3
Heredity and Evolution-----	3
Invertebrate Zoology-----	4
Vertebrate Zoology-----	4
	26

SOCIAL SCIENCE

American Government-----	3
	3

MINORS

Candidates must complete a minor in one of the following fields:

Art	Mathematics
Economics	Music
English	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
English 56A and 56B-----	6
	12

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHILOSOPHY

Year Course-----	6
	6

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

	Units
Educational Measurements-----	2
Educational Psychology-----	2
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives -----	4
	12

ENGLISH

Shakespeare -----	3
Chaucer -----	3
Additional upper division English-----	18
	24

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

American Government-----	3
	3

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
Economics	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division**EDUCATION**

Educational Measurements-----	2
Educational Psychology-----	2
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives -----	4
	12

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

	Units
History of the West.....	6
History of Modern European Expansion or English History 153 and 155.....	6
Money and Banking.....	3
Labor Economics.....	3
Social and Economic Aspects of Immigration.....	3
International Trade.....	3
American Government.....	3
	27

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
English	Physical Education
Foreign Language	Physical Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation. At least 40 of the semester units taken during the third and fourth years must consist of upper division courses.

Minimum residence requirement is 24 semester units.

PRE-SECONDARY WORK**LOWER DIVISION COURSES FOR COLLEGES OF LETTERS
AND SCIENCE****Aims and Purposes**

These courses are designed for three groups of students:

(a) Students who plan to obtain later a bachelor's degree in the College of Letters and Science in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the courses which will meet the requirements of upper division work in the college where they plan to get their degree.

(b) Students who plan to obtain a degree in a College of Applied Science or in a Professional School and wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of lower division work will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Science

The suggested requirements for lower division work for Colleges of Letters and Science include sixty-four units of college work chosen as follows:

(a) English A; Hygiene, 2 units; Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Astronomy, Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

- * (1) English, Public Speaking.
- (2) Foreign Language (additional to b).
- (3) Mathematics (additional to c).
- * (4) Economics, History, Political Science.
- (5) Philosophy, Logic.

Recommended Sequence of Lower Division Subjects

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	English 1B-----	3
Science -----	3 or 5	Science -----	3 or 5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
European History 4A-----	3	European History 4B-----	3
Mathematics 3A-----	3	Mathematics 3B-----	3
Hygiene -----	2	Public Speaking 1A-----	3
Intermediate Algebra-----	2	Trigonometry -----	2
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 56A-----	3	English 56B-----	3
Science -----	3 or 5	Science -----	3 or 5
Economics 1A-----	3	Economics 1B-----	3
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Political Science 1A-----	3	Political Science 1B-----	3
Philosophy 5A-----	3	Philosophy 5B-----	3
General Physiology-----	3	Econ. Hist. of U. S.-----	3
Physical Activities-----	$\frac{1}{2}$	Physical Activities-----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts. A program of fifteen and a half or sixteen and a half units should be chosen each semester.

* NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

PRE-SECONDARY IN COMMERCE**LOWER DIVISION COURSES FOR COLLEGE OF COMMERCE**

The suggested requirements for lower division work for the College of Commerce include sixty-four units of college work chosen as follows:

- (a) English A.
Hygiene, 2 units.
Physical Education, 2 units.
- (b) Foreign Languages:
This requirement may be satisfied as follows:
 - 1. By passing the Subject B examination in some acceptable foreign language (French, German, Spanish, Portuguese, Italian, Greek, Latin, Swedish, Russian, Chinese, Japanese.)
 - 2. By offering 15 units in one foreign language. Each year of language taken in the high school is to be counted as three units. For the purpose of administering this rule no duplication will be allowed in the high school and junior college.
- (c) English, 6 units.
English 1A-1B or Public Speaking 1A-1B.
- (d) History or Political Science, 6 units.
History 4A-4B, History 8A-8B, or Political Science. 1A-1B.
- (e) Geography, 6 units.
Geography 1 and Geography 2.
- (f) Economics, 6 units.
Economics 1A and 1B.
- (g) Natural Science, 9 units.
Courses in physics and chemistry taken in high school may be applied toward satisfaction of the science required without, however, reducing the number of units required for the Junior Certificate.
- (h) Mathematics: Elementary Algebra (high school), Geometry (high school), Mathematics 2 (Mathematical Theory of Investment), 3 units. The prerequisite for

Mathematics 2 is Mathematics 1 (Intermediate Algebra) or two years of high school Algebra and Trigonometry.

(i) Electives.

Recommended: Economic History of U. S.
Accounting 14A-14B.

Recommended Sequence

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
French A-B -----	5	5
History 4A-4B or Political Science 1A-1B-----	3	3
Science -----	3 or 4	3 or 4
Hygiene (to be taken this semester if only 3 units of science is taken)-----	2	
Intermediate Algebra (if needed to meet mathematics requirement) -----		2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
French C-D -----	3	3
Science -----	3	
Geography 1-2 -----	3	3
Trigonometry (if needed to meet mathematics require- ment) -----	2	
Mathematical Theory of Investment-----		3
Elective -----	2	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	15 $\frac{1}{2}$

PRE-SECONDARY IN AGRICULTURE

Recommended Sequences

AGRICULTURAL ECONOMICS

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Botany 2A-2B or Zoology 1A-1B.....	4	4
Philosophy 5A-5B.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Accounting 14A-14B.....	3	3
General Psychology.....		3
Economics 11—Economic History of U. S.....	3	
History 4A-4B.....	3	3
Electives.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PLANT SCIENCE

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Botany 2A-2B.....	4	4
Physics 1A-1B.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Zoology 1A.....	4	
Botany 7.....		4
Geology 1A-1B.....	3	3
Electives.....	6	6
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

ANIMAL SCIENCE

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-----	3	
Chemistry 1A-1B-----	5	5
Zoology 1A-1B-----	4	4
Physics 1A-1B-----	3	3
Geology 1A-----		3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Botany 2A-----	4	
Geology 1A-1B-----	3	3
Electives-----	6	9
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	15 $\frac{1}{2}$

FORESTRY

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-----	3	
Public Speaking 1A-----		3
Chemistry 1A-1B-----	5	5
Botany 2A-2B-----	4	4
Mathematics 3A-3B-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Physics 1A-1B-----	3	3
Civil Engineering 1A-1B-----	3	3
Geology 1A-----		3
Geography 1-----	3	
Botany 7-----		4
Elective-----	3	
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-DENTAL

Recommended Sequence

One-Year Course

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Biology 1A-1B or Zoology 1A-1B -----	3 or 4	3 or 4
*Physics 1A-1B } or Selected Year Course }	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>15$\frac{1}{2}$</u>	<u>15$\frac{1}{2}$</u>

Two-Year Course

FRESHMAN YEAR

English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Foreign Language -----	5	5
*Physics 1A-1B } or †Year course }	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>15$\frac{1}{2}$</u>

SOPHOMORE YEAR

Zoology 1A-1B -----	4	4
Physiology -----		4
American Government -----	3	
Year Course (chosen from group (e)) -----	3	3
Year Course (chosen from group (e) required if Physics 1A-1B was taken in freshman year) -----	3	
Electives (Foreign Language if necessary to complete 15 units for junior certificate) -----	3	2 or 3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$ or 17$\frac{1}{2}$</u>

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

* Required if student did not have a year course in Physics in high school.

† Chosen from the Letters and Science list, group (e).

PRE-ENGINEERING**Recommended Sequence****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A -----		
Mathematics 3A-3B -----	3	3
Chemistry 1A-1B -----	5	5
Physics 1A-1B -----	3	3
Civil Engineering 1A-1B -----	3	3
Elective -----	2	2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-MEDICAL**Recommended Sequence****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
French A-B -----	5	5
History 4A-4B -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Zoology 1A-1B -----	4	4
French C-D -----	3	3
Year Course from group (e) -----	3	3
Electives -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-NURSING**FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
French A-B -----	5	5
Hygiene -----	2	
Electives -----		2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
General Psychology -----	3	
Physiology 1 -----		4
Philosophy 5A-5B -----	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate) -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

PRE-PHARMACY**One-Year Course**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A—Examination or Course -----		
Chemistry 1A-1B -----	5	5
Biology 1A-1B -----	3	3
Botany 2B -----		4
Hygiene -----	2	
Electives (Foreign Language if less than two years' work taken in high school) -----	5	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

COURSES OF INSTRUCTION

Lower Division Courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division Courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered from 100 to 199, inclusive.

ART

1. ART STRUCTURE.

2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, dark and light color), are used and their possibilities exemplified in a simple way.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A.

2 or 3 units

Paper, cardboard and clay are the media for carrying out projects in this course. The foundation of the weaving industry is learned through making small looms upon which cloth is woven. Block printing and elementary bookbinding projects are the basis for the study of the printing industry. Basket weaving, using paper, reed, raffia and pine needles is emphasized, together with problems in spray and tie-dyeing.

Two two-hour periods per week.

2B. ELEMENTARY CRAFTS B.

2 units

Puppetry and stagecraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. Simple plays are given on a miniature stage. This stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION.

3 units

The development of pictorial art, sculpture, and architecture from the earliest time to the present, forms the basis for this course. It includes a consideration of the influence and ideals of the most important art schools and the contributions of each period. The method of study

is through the works of the masters, through research, reports and class discussions, while the best examples obtainable will form the basis for a study of all the principles of artistic composition.

Three one-hour periods per week.

5. DESIGN.

3 units

Structural principles are used as guides to creative thinking, and orderly arrangement. Elementary problems are given in the use of line, mass, and color; first, to express beauty of related spaces in good proportion and related colors; second, to express movement through a progression of both form and color; third, to achieve a balance of forms, colors, and movement in a united pattern. Prerequisite: Art Structure.

Three one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING.

3 units

A study of proportion, foreshortening, and color values, through still life models, natural forms, and landscape, using the following mediums: Charcoal, pastel, water color, pencil and pen. Rapid sketching and mass shading.

Three two-hour periods per week.

102. APPLIED DESIGN.

3 units

Advanced problems in original designs suitable for industrial uses, such as block print, batik and tie-dyeing, and stencil designs for fabric, leather tooling, metal work and pottery. Should correlate with Crafts and Home Economics Courses. Prerequisite: Art Structure.

Three one-hour periods per week.

104. ADVANCED FREEHAND DRAWING AND PAINTING.

3 units

First principles of figure, pose or action drawing combined with landscape perspective study, special emphasis being placed on composition of picture. Prerequisite: Art Structure and Elementary Freehand Drawing.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A.

3 units

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. A short study is made of the historical development of printing types up to the time of the invention of the printing press. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B.

3 units

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the

printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

106. DESIGN APPRECIATION.

3 units

A historical research of decorative design as used in textile, pottery, and jewelry, etc. An analysis of the composition and methods of printing of the same and a study of motifs used by different peoples down to and including the present types and methods of making decorative design. Prerequisite: Art Structure.

Three one-hour periods per week.

190. PUBLIC SCHOOL ART.

2 units

This course is planned to meet the needs of the prospective teacher. It aims first to discuss ideals and objectives that will lead to the child's development; second, to gain a knowledge of the content essentials necessary to give the child creative pleasure, and some understanding of the place creative art has in our surroundings, in our clothes, home, school, and community. Prerequisite: Art Structure.

Two one-hour periods per week.

COMMERCE

Programs are designed for students preparing to teach business subjects in high schools or colleges and for those interested in training for immediate employment in business.

Plans are being made for part-time work in Eureka and Arcata business houses. The service clubs of these cities will supply speakers for special lectures to be given to vocational students. These lectures will be given by successful business men and will cover the various fields of business.

Practical experience will be provided through the cooperation of business and professional employers. During the school year, commercial students will be given opportunities to try themselves out in actual employment situations under supervision of the Department of Commerce.

5. MACHINE CALCULATION.**2 units**

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP.**1 unit**

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards. Credit does not apply on A.B. degree.

Three one-hour periods per week.

14A. ACCOUNTING.**3 units**

An introduction to the study of accounting. The mechanics of bookkeeping. Bookkeeping taught through the balance sheet approach. The general journal, specialized journal, cash receipts, cash disbursements, purchases and sales. Posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING.**3 units**

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

100. SALESMANSHIP.**2 units**

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the pre-approach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

101. BUSINESS CORRESPONDENCE.**2 units**

Theory and writing of business letters. A study of composition as used in business reports, business letters and advertisements. A study and practice in letters written for the purpose of sales, inquiry, application, making collections, and answering complaints.

Two one-hour periods per week.

130. BUSINESS LAW.**3 units**

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills and bailments.

Three one-hour periods per week.

Secretarial Training**1A. SHORTHAND I.****3 units**

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II.**3 units**

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

1C. SHORTHAND III.**3 units**

An intensive dictation course. This course will include dictation and transcripts covering vocabularies of representative businesses, such as banking, law, insurance, retail lumber; advanced dictation on news articles and legal forms.

Five one-hour periods per week.

2B. TYPEWRITING II.**2 units**

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial typewriting, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods per week.

2C. TYPING III.**2 units**

Expert typing drills, tabulating, billing, problems involving the working out of real office jobs under office conditions, including dictaphone practice.

Five one-hour periods per week.

69. OFFICE PRACTICE.**2 units**

Actual secretarial practice on the campus and in Arcata business offices under the supervision of the faculty of the Department of Commerce.

EDUCATION AND PSYCHOLOGY**1. GENERAL PSYCHOLOGY.**

3 units

This course introduces the student to the field of mental life. The physical basis of mind, the nature of mental processes and a study of human behavior, both introspectively and objectively, are the central themes of study. Class work and study is interpreted in terms of personal experience as far as possible.

Three one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

2 units

General Psychology is prerequisite to this course. It involves the study of the learning activity of the individual from both the standpoint of the learner and the teacher. It includes the psychological principles involved in the teaching of subject matter as well as in extra-instructional activities, involved under actual teaching conditions and procedures.

Two one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD. 2 units

This is a study of the psychological and physical growth and development of the child. It includes a consideration of the general growth tendencies and indices of normal growth, the relation of the factors of heredity, disease and nutrition, and also glandular and other physical defects in the growth and development of children. Special emphasis is placed on the means of prevention and the correction of growth handicaps.

Two one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS.

2 units

This is an introductory course which deals with the general nature of tests and their use as well as with the diagnostic and remedial procedures which should follow all testing. The vital relationship between achievement and mental tests and successful follow-up work in teaching is emphasized. The treatment of statistical information is limited to that which is directly usable in classroom instruction.

Two one-hour periods per week.

120. PRINCIPLES OF EDUCATION.

2 units

The aim of this course is to acquaint the prospective teacher with the fundamental principles involved in the various phases of educational procedure. Its purpose is to secure an intelligent interpretation and application of these principles to enable the teacher to understand, evaluate, and master the ever changing situations which mark our modern progress in teaching.

Two one-hour periods per week.

131. INDUCTION TO TEACHING.**6 units**

This course aims (1) to acquaint the students with the outstanding American educators; (2) to lead them to see which guiding principles determine the content of a course of study; (3) to lead the student to see that certain principles guide in all learning situations; (4) to acquaint the student with the general field of teaching through observation and participation and study of technical teaching situations.

Seven one-hour periods per week.

137. RURAL EDUCATION.**2 units**

The problem of rural education is presented to the student from the point of view of the problems and opportunities which confront the rural school teacher. The educational, the recreational, the community and leadership aspects are stressed, together with the significance and the magnitude of modern trends in rural education.

Two one-hour periods per week.

172. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION.**2 units**

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular stress is placed on the peculiar problems involved in teaching adolescent children.

Two one-hour periods per week.

190. CURRICULUM AND MATERIALS FOR KINDERGARTEN-PRIMARY.**4 units**

A study of the curriculum, materials and teaching techniques in the kindergarten-primary grades. Observation of lessons taught for demonstration purposes.

Two one-hour periods per week.

193. KINDERGARTEN-PRIMARY ART.**2 units**

Aims, organization, and procedures in the teaching of art in the kindergarten-primary grades.

Two one-hour periods per week.

194. LITERATURE AND STORY-TELLING IN THE KINDERGARTEN-PRIMARY GRADES.**2 units**

A study of the selection and treatment of literature in the kindergarten-primary grades. Principles and practice of story-telling in these grades.

Two one-hour periods per week.

195. KINDERGARTEN-PRIMARY MUSIC AND GAMES. 2 units

Aims, organization, and procedures in the teaching of music and games in the kindergarten-primary grades.

Two one-hour periods per week.

197. KINDERGARTEN-PRIMARY SOCIAL ACTIVITIES. 2 units

Study of educative materials and situations of kindergarten-primary which form its core curriculum. Technique of program making, and organization of material into units.

Two one-hour periods per week.

320. DIRECTED TEACHING. 10 units

Students will teach in the College Elementary School or one of the near-by schools. Those students who are working for General Elementary and Junior High credentials will teach in the elementary school and junior high school. This teaching will be under normal schoolroom situations.

Fifteen hours per week for one semester.

Directed teaching is offered in the following fields: Elementary School, Junior High School, Kindergarten-Primary, Art, English, Industrial Arts, Music, Physical Education, Science, and Social Science.

321. TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. 2 units

An analysis of existing practices in the teaching of science in the elementary school and the development of a program for such teaching. Objectives are considered in relation to content, methods and devices for teaching. There will be intensive study of practices in science teaching in some of the more progressive elementary schools.

Two one-hour periods per week.

322. TEACHING OF ENGLISH AND LITERATURE IN THE JUNIOR HIGH SCHOOL. 2 units

A study of the existing practices in the teaching of English and Literature in the junior high schools. Objectives are considered in relation to content, methods, and devices for teaching. Intensive study of practices in English teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

323. TEACHING OF SCIENCE IN THE JUNIOR HIGH SCHOOL. 2 units

An analysis of existing practices in the teaching of science and the development of a program for science teaching. Objectives are considered in relation to content, methods and devices for teaching. There will be intensive study of practices in science teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

324. TEACHING OF SOCIAL SCIENCE IN THE JUNIOR HIGH SCHOOLS. 2 units

A study of existing practices in the teaching of social science. Objectives are considered in relation to content, methods and devices for teaching. There will be an intensive study of practices in social science teaching in some of the more progressive junior high schools.

Two one-hour periods per week.

**388. PRINCIPLES AND OBJECTIVES OF SCOUTING AND
OTHER TYPES OF BOYS' WORK. 2 units**

The course is conducted in seminar fashion, discussion and the preparation of papers on various subjects. Discussion of the following topics is included: History of boys' work; the basic principles and conceptions of the movement; the organization of such a program in a community; requirements for adult leadership; summer camps, etc. This course will include practice in laboratory field work.

Two one-hour periods per week.

389. CAMP FIRE LEADERS' TRAINING COURSE. 1 unit

A course designed to interest and provide preliminary instruction in camp fire leadership and other types of girls' work. It will include theory as well as practical technique.

One one-hour period per week.

**COURSES FOR ADMINISTRATION AND SUPERVISION
CREDENTIALS**

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

**Courses Leading to the Administration Credential and to the
Supervision Credential, Class A**

140. School Administration and supervision.....	2 units
111. Growth and Development of the Child.....	2 or 3 units
124. Philosophy of Education.....	2 units
115. Educational Tests and Measurements.....	2 or 3 units
102. History of Education in the United States.....	2 units
142. The Work of an Elementary School Principal.....	2 units
141. Supervision of Instruction (problems of supervision).....	2 units
137. Rural Education	2 units
139. The Elementary School Curriculum.....	2 units

ENGLISH**ENGLISH A.**

This course gives drill in the mechanics of compositions. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION.**3 units**

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION.**3 units**

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

30. RECREATIONAL READING 1A.**1 unit**

The purpose of this course is to introduce the student pleasurable to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half nonfiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

31. RECREATIONAL READING 1B.**1 unit**

The purpose of this course is to introduce the student pleasurable to the world classics—the best literature of all times and countries. Methods same as for Recreational Reading 1A, except that the reading will be mainly nonfiction. Prerequisite: Recreational Reading 1A.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE.**3 units**

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE.**3 units**

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

60. NEWS WRITING.**3 units**

This course is for students wishing the special training necessary to write for newspapers. Students are shown what constitutes constructive news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements.

Three one-hour periods per week.

114A. SURVEY OF ENGLISH DRAMA TO 1642.**3 units**

This course gives an outline of the English drama from its beginning to 1642, the closing of the theaters. Representative plays of each period are read; the development of the theater is studied; and the historical development of the drama as a literary form is traced. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

115. THE ENGLISH LANGUAGE.**3 units**

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three one-hour periods per week.

117. SHAKESPEARE.**3 units**

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

125C. THE ENGLISH NOVEL TO 1832.**3 units**

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

151. CHAUCER.**3 units**

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

153. INTRODUCTION TO THE STUDY OF POETRY **3 units**

A study of versification with some introduction to the principles of criticism.

Three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660. 3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan periods will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 TO 1780. 3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 to 1832. 3 units

Prose and poetry of the Romantic Period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

159. ENGLISH LITERATURE FROM 1832 TO 1900. 3 units

Prose and poetry of the Victorian period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

Division of Speech and Drama**1A. PUBLIC SPEAKING 1A. 3 units**

This basic course in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. Appreciation of the author's meaning is stressed. This course embodies the subject of public speaking; the types including exposition, narration, and extemporaneous talks. Good speech habits are stressed, drills being given for clear-cut, accurate articulation, flexibility, freedom, and expressiveness of voice.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B. 3 units

A continuation of Public Speaking 1A with some practice in extemporaneous speaking on subjects of the student's choice, with attention to speech outlines. A study of models of speech composition and the preparation of original speeches with special attention to the style of spoken discourse. Part time is given to informal debate. Prerequisite: Public Speaking 1A.

Three one-hour periods per week.

2A-2B. FUNDAMENTALS OF EXPRESSION AND INTERPRETATION.**3-3 units**

A general course in voice training. Tests of vocalization and audition will be made with the aid of an Edison recording machine. The purpose of this course in threefold, being an introduction to three phases of interpretative work. First, it is a laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, use of action and business and general effectiveness. Second, a study of the mental and vocal technique required to interpret the different literary forms—the lyric, the short story, dramatic monologue and dialogue. Third, to develop the ability to select suitable material for oral interpretation for various audiences and occasions, to awaken an appreciation and love for literature, and to develop some standard of judgment as to what constitutes literature.

Three one-hour periods per week each semester.

10. THEORY AND TECHNIQUE OF ACTING.**3 units**

This course embraces all the basic principles of dramatic art. Bodily, facial, and vocal expression are developed in impersonation, special emphasis being placed upon abandon of the character in the role portrayed. Definiteness in stage business is developed. Balance, color harmony, and stage design are studied for appreciation. The course is designed to meet the needs of students producing plays in the junior and senior high schools. Direction of short plays by the student is carried on under the supervision of the instructor. Prerequisite: Speech 2A.

Three one-hour periods per week.

25. DRAMATIC WORKSHOP H.**2 units**

A laboratory course in play production which is open only by permission of instructor. Instruction is offered in play directing and producing, technical practice of the stage with particular attention to the design and construction of stage scenery, properties, costume, lighting, and miscellaneous phases of stage craft. For advanced students upper division credit will be given.

111A. LITERARY INTERPRETATION.**3 units**

The study of typical literary forms such as the lyric, the essay, the dramatic monologue, the short story, and the one-act play.

Three one-hour periods per week.

155. PLAY PRODUCTION.**3 units**

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in Dramatic Technique. This advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Puppetry and shadow shows are studied. Choice of material for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. Prerequisite: Dramatic Technique.

Three one-hour periods per week.

160. CHILDREN'S THEATER.**3 units**

Instruction concerning the selection of plays for elementary, intermediate, and junior high school children. A combination lecture and laboratory course including the directing of children's plays, making of scenery, small stage-sets, and costumes. Children in the training school are often used as actors and are directed by the college students. The course involves all the technic from choosing the play to presenting it before an audience. Prerequisite: Dramatic Technique.

Three one-hour periods per week.

190. THE TEACHING OF SPEECH.**2 units**

A study of methods and of the problems confronting the teacher of speech, specially designed to meet the needs of junior and senior high school teachers who contemplate teaching courses in speech, coaching debate and contest orators, and engaging in other extra-curricular activities. Lectures, and much required collateral reading on the following: a comparative study of the foundation theories and methods of the several better known systems of speech training; contents, organization and methods of teaching the beginning course in Speech, Interpretation of Literature. Extemporaneous Speaking, Argumentation, Debate and Dramatics. The course will include methods of organizing debate leagues, selecting questions, sources of debate material, analyzing propositions, and judging debates; methods of selecting and training contestants for oratorical and extempore speaking contests; sources of speech materials, classroom assignments, special classroom problems in speech, and standards of criticism. Open to students who have completed Public Speaking 1A and one or more advanced speech courses.

Two one-hour periods per week.

191. CHILDREN'S LITERATURE AND STORY TELLING.**2 units**

A survey of children's literature appropriate for uses in grades three to six, inclusive. A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in these grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises. A flexible course, affording opportunity for intensive work within the scope of any one or more of the grades, according to the individual need or preference. After having studied the technique of story telling, students apply the principles discussed in class to the main types of narrative. Stories appropriate to children in the third to tenth grades are especially emphasized, but opportunity is afforded the student to work with junior and senior high school material. Dramatization and puppetry contribute to the interest of the course.

Two one-hour periods per week.

FRENCH**FRENCH A.****5 units**

Elementary French. Pronunciation, fundamentals of grammar, common idioms, reading of simple texts dealing with the geography and history of France, conversation based on reading, memorizing of anecdotes, poems and songs.

Five one-hour periods per week.

NOTE.—Students who present for admission one high school unit of French may take French A, but will receive only 3 units of college credit for the course.

FRENCH B.**5 units**

Elementary French. A continuation of French A. Grammar, with emphasis upon pronouns, irregular verbs and the subjunctive mode; idioms, composition and conversation. Reading in class of one collection of short stories, one play, and one book descriptive of French civilization. Correspondence with students in France. Outside reading with reports, a minimum of 300 pages.

Prerequisite: French A or two years of high school French.

Five one-hour periods per week.

FRENCH C.**3 units**

Intermediate French. A review of phonetics and grammar, composition, conversation, reading, and discussion of modern texts. Outside reading with reports, a minimum of 500 pages. Correspondence with students in France.

Prerequisite: French B or three years of high school French.

Three one-hour periods per week.

FRENCH D.**3 units**

Intermediate French. An introduction to French literature. A brief survey of the development of French literature and reading of texts illustrative of the classic, romantic, and realistic periods. Outside reading with reports, a minimum of 500 pages.

Prerequisite: French C or equivalent.

Three one-hour periods per week.

FRENCH 109A.**3 units**

French Literature. A survey of French literature from its beginnings to the eighteenth century, reading of selected works of authors representative of period studied. Extensive outside reading with reports.

Prerequisite: French D or equivalent.

Three one-hour periods per week.

FRENCH 109B.**3 units**

A continuation of French 109A. A survey of French literature from the eighteenth century to the present time, reading of representative works of outstanding writers of the nineteenth and twentieth centuries. Extensive outside reading with reports.

Prerequisite: French 109A or equivalent.

Three one-hour periods per week.

HOME ECONOMICS**1. ELEMENTARY FOOD STUDY 1A-1B. 3-3 units**

A study of the principles underlying the selection and preparation of foods. Laboratory work given to develop skill and technique through experiments relating to foods with practical application to recipes.

One lecture, two two-hour laboratory periods per week.

2. PRINCIPLES OF CLOTHING 1A-1B. 3-3 units

A study of the underlying principles of hand and machine sewing developed in the construction of various types of garments and materials. A study of textiles and the use of the commercial pattern are included.

One lecture, two two-hour laboratory periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS. 2 units

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two one-hour periods per week.

114. ADVANCED CLOTHING. 2 units

Design and construction of cotton, silk, and wool garments. Emphasis on color, decoration, and technique.

One lecture, two two-hour laboratory periods per week.

132. HOUSE DECORATION AND FURNISHING. 3 units

A study of the principles of art as applied to house furnishing problems. A study which aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, comfort.

One lecture, two two-hour laboratory periods per week.

**190. CONTENT AND PROCEDURE IN HOME MAKING FOR
ELEMENTARY SCHOOLS. 2 units**

The objectives and organization of home making courses for elementary and junior high schools including methods of presentation, development of food study, clothing problems and hot lunch, especially for the rural school.

Two one-hour periods per week.

INDUSTRIAL EDUCATION**1. FOUNDATIONS OF WOODWORKING. 3 units**

The purpose of this course is to offer an opportunity for practice in the beginning principles of construction in wood. An effort is made to familiarize the individual with the common tools and practices in the work through the construction of several pieces adapted to the ability of the student.

Two or three three-hour periods per week.

5. POTTERY. 2 or 3 units

This course gives a practical training in an age-old industry, and at the same time opens up to the teacher a wealth of material for handwork.

All of the processes are taken up from the preparation of the crude clay to the glazing and firing of the finished product. Samples of clay from the student's own home locality can be tested, and if good, made into the finished piece. Clay dug within the city limits of Arcata is used in making most of the ware.

Art pottery, cooking utensils, and water filters are some of the pieces studied and made. Demonstrations of out-of-door firing will also be given.

Two or three three-hour periods per week.

7. MECHANICAL DRAWING. 2 units

Primarily, this course is intended for those students who wish to work off the beginning requirements in mechanical drawing. However, work can also be given to those students who wish to do drafting along engineering lines.

Two two-hour periods per week.

10. ARCHITECTURAL DRAWING. 3 units

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Mechanical Drawing.

Three one-hour periods per week.

15. TOY CRAFT. 3 units

This course covers the field of simple toys for children. Students construct samples of the various types.

Three three-hour periods per week.

101. ADVANCED WOODWORK.

3 units

This course naturally presupposes a thorough preliminary training in woodworking, and should only be taken by those who seriously intend to do something along constructive lines. The subject may be attacked along advanced cabinet lines, house construction, or pattern-making work. In any case the projects will be of advanced, practical nature.

Three three-hour periods per week.

102. METAL CRAFTS.

3 units

This course gives training in the making of useful and ornamental articles in brass, copper, silver, and Britannia metal. The making of bowls, trays, book-ends, teakettles, paper weights, lamp shades, lamps, belt buckles, stick pins, rings, and many other things will be undertaken.

Three three-hour periods per week.

105. ADVANCED POTTERY.

3 units

This course is intended for advanced students who wish to make a more serious study of the subject of pottery than can be gained in the first semester's work. The possibilities of the subject as a vocation are studied and a student is given a thorough foundation for future production. Some of the phases of the work covered are designing, production methods, glaze formulas and preparation, types of clay, decorating, firing, costs, sales, etc.

Three three-hour periods per week.

120. CARPENTRY.

3 units

The fundamental elements of carpentry including the construction of simple buildings.

Three three-hour periods per week.

123. WOOD PATTERNMAKING AND THEORY OF FOUNDRY PRACTICE.

2 units

Construction of simple wood patterns to illustrate how moulds, castings, and machine parts are manufactured.

Two three-hour periods per week.

190. SPECIAL METHODS IN MANUAL TRAINING.

2 units

This course is planned for seniors who find that they are in need of training to teach shop work. The work is based on such authorities as Charles R. Allen and C. A. Prosser and gives a wide opportunity for the initiative of the individual student. Lesson plans, job sheets, job analysis, equipment, materials, and projects are some of the problems taken up in the course.

Two two-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY.****2 units**

A study of elementary trigonometry.

Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

1. INTERMEDIATE ALGEBRA.**2 units**

Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two one-hour periods per week.

2. MATHEMATICAL THEORY OF INVESTMENT.**3 units**

This course treats of the theories of interest and annuities applied to amortization, valuation, investments, and insurance. Prerequisite: Plane trigonometry and two years of high school algebra; or one and one-half years high school algebra and intermediate algebra.

Three one-hour periods per week.

3A. COORDINATE GEOMETRY.**3 units**

A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS.**3 units**

A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three one-hour periods per week.

MUSIC**1A. INTRODUCTORY SIGHT SINGING. 1 unit**

Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music.

Two one-hour periods per week.

1B. ADVANCED SIGHT SINGING. 3 units

Study of the aural and visual elements of music; terminology; key structure, etc. Practice in reading melodies and part songs at sight. Test: Progressive Series Books I and II, and Twice 55 Community Songs.

Three one-hour periods per week.

2A. DICTATION. 2 units

Exercise in aural analysis and writing from dictation, melodies, intervals and simple four-part harmonic progressions. Copying and transposing melodies, part songs and piano accompaniments. Making mimeograph stencils.

Two one-hour periods per week.

2B. ADVANCED DICTATION. 2 units

Two, three, and four-part dictation. Primary and secondary triads and seventh chord in inversions. Simple alterations. Writing of simple chorales from dictation.

Two one-hour periods per week.

3A. MUSIC HISTORY AND APPRECIATION 1A. 3 units

History of musical development from primitive times to the eighteenth century.

Three one-hour periods per week.

3B. MUSIC HISTORY AND APPRECIATION 1B. 3 units

History of musical development from Classical to Modern Era. History of American music.

Three one-hour periods per week.

4A. ELEMENTARY HARMONY. 3 units

Dictation and study of scale structure, intervals, chord structure and harmonization of melodies. Extensive ear training and keyboard work in the presentation of all the work to make the course as practical as possible. Common chords and inversions, major and minor intervals, and chords in close and open position. Prerequisite: Some knowledge of piano and sight singing.

Three one-hour periods per week.

4B. INTERMEDIATE HARMONY.**3 units**

More difficult harmonizations, by tones, analysis and keyboard practice in four-part harmonies. Dictation and extensive ear training with all the work. Passing tones, cadences, secondary harmonies. Prerequisite: Elementary harmony.

Three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE.**1 unit**

Part songs for women's voices. This course affords opportunity for the study of three- and four-part choral compositions, voice development, interpretation, building repertoire and public appearance as a group. Try-outs are held by the director for applicants.

Three one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE.**1 unit**

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

Three one-hour periods per week.

10A, B, C. ORCHESTRA.**1 unit**

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

Three one-hour periods per week.

16. VOCAL ENSEMBLE.**2 units**

Practice in reading part-song material. Open to advanced students or those showing greatest proficiency in Sight Singing 1B. Texts: Junior Music, Laurel S. A. B., and Octavo.

Three one-hour periods per week.

33. VOICE.**1 unit**

A beginning course in Voice. It includes exercises to secure correct breathing, resonance, and enunciation. Application of all principles is made through simple songs.

Three one-hour periods per week.

51. BEGINNING STRING INSTRUMENTS.**2 units**

A course to give students some practical knowledge of the orchestral string choir, violin, viola, cello, bass, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

52. BEGINNING BRASS INSTRUMENTS. 2 units

A course to give students some practical knowledge of the brass choir, trumpet, horn, trombone, tuba, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

53. BEGINNING WOODWIND INSTRUMENTS. 2 units

A course to give students some practical knowledge of the woodwind choir, flute, clarinet, oboe, bassoon, as well as enough technic to enable them to help with other beginning classes. Saxophone will be taught in this class because of the important part it is taking in public school music.

Two one-hour periods per week.

105. FORM AND ANALYSIS. 2 units

A practical and analytical course in formal structure of music. Song form and its formation elements.

Two one-hour periods per week.

109. CONDUCTING. 2 units

Study of song material suitable for Junior and Senior High School choruses, interpretation and baton technique.

Three one-hour periods per week.

113. COMPOSITION. 2 units

Harmonization of given and original melodies with special emphasis on the development of musical form.

Two one-hour periods per week.

150. ORCHESTRATION. 2 units

A practical course in arranging full orchestra score with special emphasis on the separate choirs, wind, brass, and strings. Prerequisite: At least one year of harmony.

Two one-hour periods per week.

190. PUBLIC SCHOOL MUSIC. 2 units

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two one-hour periods per week.

192. MUSIC APPRECIATION METHODS. 3 units

Organization materials and procedure for teaching music appreciation in the elementary schools.

Three one-hour periods per week.

193. CREATIVE MUSIC.**2 units**

An approach to Music Education in all its phases based upon the interests and creative powers of the child. Music understanding, music reading, pleasurable participation, creative expression and appreciation as a natural result of child experience rather than an accumulation of factual knowledge. Music as a part of the activity and social science programs and its integration with large units of work.

Two one-hour periods per week.

195. RURAL SCHOOL MUSIC.**2 units**

A course in public school music adapted to the needs and limitations of the rural school situation. The study will be based largely upon the newly adopted one-book course "Adventures in Music" and the set of phonograph records that goes with it.

PHILOSOPHY**5A. INTRODUCTION TO PHILOSOPHY 1A.****3 units**

A consideration of the nature and meaning of philosophy as applied to the problems of formal and inductive logic, scientific explanation, and the formal fallacies. It appeals to those who appreciate logical proof in argument, or in critical analysis.

Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY 1B.**3 units**

Special consideration of the basic problems of philosophy such as the meaning and nature of causality. The philosophy of cosmology, ontology, and epistemology as applied to man's interpretation of the Universe is considered in a general way.

Three one-hour periods per week.

PHYSICAL EDUCATION

The physical Education Department serves three needs:

- (1) To provide a varied program of wholesome, recreational physical activities.
- (2) To prepare the general elementary teacher to handle intelligently the physical education program in the elementary schools.
- (3) To prepare special teachers in physical education for elementary, junior high, and senior high schools.

Every student is required to take Hygiene, and every student carrying 12 or more units of work is required to take Physical Education unless excused by the Director of Health Service and Physical Education.

Freshmen men are required to take P. E. 50A, and freshmen women P. E. 52A. Every candidate for a teaching credential is required to take P. E. 190A; P. E. 190B; and P. E. 199 during the junior or senior year. During other semesters, students may select any activity course offered. Placement in a beginning or advanced section depends upon ability and previous training.

Courses for Men

2. HYGIENE.

2 units

An informational course in personal hygiene developed through reading, discussion, lectures and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned.

Two one-hour periods per week.

50A. FRESHMEN PHYSICAL ACTIVITIES (Required). $\frac{1}{2}$ unit

This course will include primarily a games program together with some activities of a self-testing nature.

Two one-hour periods per week.

50B (freshmen).

50C-D (sophomores).

101A-B (juniors).

101C-D (seniors).

Two one-hour periods per week.

Physical Activities-----	$\frac{1}{2}$ unit
Football and Basketball (fall semester)-----	$\frac{1}{2}$ unit
Basketball, Baseball, Track and Field (spring semester)----	$\frac{1}{2}$ unit
Tumbling and Pyramid Building-----	$\frac{1}{2}$ unit

Limbering and stretching exercises followed by a progressive series of elementary acrobatic stunts involving individual and group participation.

62A. ATHLETICS (Fall term—one semester only). 1 unit

Four one-hour periods per week.

62B. ATHLETICS (spring term—one semester only). 1 unit

Four one-hour periods per week.

192A. METHODS IN COACHING. 1 unit

The theory of coaching football and basketball. A study of the various systems of individual and team offense and defense. Two days a week devoted to theory and one day to practice in coaching and officiating.

Three one-hour periods per week.

192B. METHODS IN COACHING. 1 unit

Baseball, Track and Field. Theory and practice in batting, bunting, pitching, and infield and outfield play, and methods of coaching sprinting, distance running, and field events.

Three one-hour periods per week.

Courses for Women

2. HYGIENE. 2 units

An informational course in personal hygiene developed through reading, discussion, lectures and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned.

Two one-hour periods per week.

52A. FRESHMEN PHYSICAL ACTIVITIES (Required). $\frac{1}{2}$ unit

A course to give the entering student an opportunity to participate in activities which demand and develop fundamental skills such as running, throwing, catching, and relaxing, in at least one team game, and in activities which help correct the more prevalent deviations from normal body functions or normal body mechanics.

Two one-hour periods per week.

52B (freshmen).

50C-D (sophomores).

102A-B (juniors).

102C-D (seniors).

Two one-hour periods per week.

Field hockey and Volleyball (fall semester) ----- $\frac{1}{2}$ unit

Basketball, Baseball and Speedball (spring semester) ----- $\frac{1}{2}$ unit

Natural Dancing ----- $\frac{1}{2}$ unit

Tumbling, Pyramid Building and Stunts ----- $\frac{1}{2}$ unit

193A. METHODS IN COACHING. 1 unit

Field hockey, soccer, speedball, volleyball, handball. (Fall semester.)

193B. METHODS IN COACHING. 1 unit

Basketball, baseball, tennis, track and field. (Spring semester.)

Courses for Men and Women**50B-D; 52B-D; 101A-D; 102A-D.**

Two one-hour activity periods per week.

Beginning Archery ----- $\frac{1}{2}$ unit

Advanced Archery ----- $\frac{1}{2}$ unit

Beginning Clog and Tap Dancing ----- $\frac{1}{2}$ unit

Advanced Clog and Tap Dancing ----- $\frac{1}{2}$ unit

Beginning Tennis and Handball ----- $\frac{1}{2}$ unit

Advanced Tennis and Handball ----- $\frac{1}{2}$ unit

Free Play Archery, Free Play Tennis or Free Play Golf -- $\frac{1}{2}$ unit each

Open to senior students who have had previous instruction in the activity and who are approved by the Staff.

54A-D. RESTRICTED ACTIVITIES. $\frac{1}{2}$ unit

Limited individual exercise for students who are excused from the regular activity courses. The nature of the work offered will be governed in each case by the recommendation of the College Physician.

Two one-hour periods per week.

190A. METHODS IN PLAYS AND GAMES. $\frac{1}{2}$ unit

Participation in and conduct of hunting games, relay races, athletic games, individual athletic events, and stunts suitable for elementary and junior high school children.

Two one-hour periods per week.

190B. METHODS IN SINGING GAMES AND FOLK DANCES. $\frac{1}{2}$ unit

Participation in and conduct of singing games and folk dances suitable for children of the elementary school.

Two one-hour periods per week.

151. KINESIOLOGY. 3 units

The study of anatomy with special emphasis on the anatomy of muscles, bones, joints, and the nervous systems with a view to understand the nature of movement in exercises and sports.

Three one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION. 3 units

The purpose of this course is to formulate aims and objectives in physical education, and to weigh present problems in the field through an evaluation of the history of physical education.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION. 2 units

The examination of the principles and administration of all the agencies engaged in the promotion of community recreation. Included in this study will be all organizations or agencies dealing with the pre-school child, the school age child, and the post-school group.

Two one-hour periods per week.

191. METHODS IN FIRST AID. 1 unit

A study of first aid practices in the treatment of accidents and injuries.

Two one-hour periods per week.

195. METHODS IN HEALTH EDUCATION. 2 units

A study of the principles underlying Health Education as a school program rather than as a teaching subject. Stress is layed on the organization and administration of the health service program as well as on methods in health teaching.

Two one-hour periods per week.

196. METHODS IN CORRECTIVE PHYSICAL EDUCATION. 2 units

A study of the principles underlying good body mechanics; of the causes, correction, and prevention of postural defects; of the place of Corrective Physical Education in the school program, equipment and facilities, and corrective procedure; and of the fundamentals and practice of massage. Much of the work is practical.

Two one-hour periods per week.

199. ORGANIZATION OF PHYSICAL EDUCATION. 2 units

The planning of the physical education program for the elementary school, the leadership of children in their play activities, their classification for play purposes, and the planning of play space and equipment. Practical work in organizing and conducting physical activities is required.

Two one-hour periods per week.

SCIENCE, BIOLOGICAL AND PHYSICAL**Requirements for Minor in Biological Science**

A minimum of 18 units of science credits required, of which six credits must be upper division. The lower division credits must include one from each of the following groups, A and B:

- A. 1. General Biology 1A and General Biology 1B and one semester of Zoology 1B or Botany 2B
or
- 2. Zoology 1A and Zoology 1B
or
- 3. Botany 2A and Botany 2B.

- B. 1. Chemistry 1A
or
- 2. Physics 1A and Physics 1B
or
- 3. Physics 10 and Geology 1A.

It is recommended that basic courses in Chemistry, Physics, and Geology be included in minor. Six credits in upper division must be elected in one field, i.e., either zoology or botany.

Biology**1A. GENERAL BIOLOGY.****3 units**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food; growth; waste, elimination and death of organism.

Two one-hour and one two-hour periods per week.

1B. GENERAL BIOLOGY.**3 units**

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Two one-hour and one two-hour periods per week.

Botany**2A. GENERAL BOTANY.****4 units**

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour periods and two three-hour periods per week.

2B. GENERAL BOTANY.

4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour periods and two three-hour periods per week.

7. EXPERIMENTAL PLANT PHYSIOLOGY.

4 units

Study of fundamental life processes of plants, such as absorption, conduction, photo synthesis, and respiration in lecture and laboratory work. Prerequisite: Botany 2A-B and Chemistry 1A.

Two one-hour periods and two three-hour laboratory periods per week.

104A. FOREST BOTANY.

3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms.

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS.

3 units

A study of representative orders of flowering plants; their habits and growth, structure, classification and geographical distribution.

Two three-hour laboratory periods and three hours field work per week.

114. ADVANCED PLANT PHYSIOLOGY.

3 units

Advanced studies in plant growth and movement. Individual problems will be undertaken during the latter part of the semester. Prerequisite: Botany 7.

One one-hour period and two three-hour laboratory periods per week.

151. CLIMATIC DISTRIBUTION OF PLANTS.

3 units

Study of plant distribution with particular emphasis on west coast conditions. Work conducted in lecture and discussion classes with occasional field trips.

Three one-hour periods per week.

Chemistry**1A. GENERAL INORGANIC CHEMISTRY.**

5 units

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Three one-hour lecture periods and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued). 5 units

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Three one-hour lecture periods and two three-hour laboratory periods per week.

Geology**1A. GENERAL GEOLOGY.****3 units**

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

1B. HISTORICAL GEOLOGY.**3 units**

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three one-hour periods per week. A few field trips and some laboratory work by arrangement.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS.**3 units**

Prerequisite High school trigonometry; high school chemistry or physics recommended.

Two one-hour lectures and one three-hour laboratory period per week.

1B. HEAT AND THE PROPERTIES OF MATTER.**3 units**

Prerequisite: High school chemistry, high school physics, or physics 1A.

Two one-hour lecture periods, and one three-hour laboratory period per week.

1C-1D. GENERAL PHYSICS.**3-3 units**

Magnetism, electricity, wave motion, sound and light presented as a continuation of 1A-1B. Prerequisite: Physics 1A and 1B.

Two one-hour lecture periods, and one three-hour laboratory period per week.

10. THE MODERN VIEW OF THE PHYSICAL WORLD.**3 units**

The development of human thought and experimental observation which have led to the modern view of the physical world.

Three one-hour periods per week and one two-hour laboratory period per week.

Physiology**1. INTRODUCTORY PHYSIOLOGY.****4 units**

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Two lectures and two three-hour laboratory periods per week.

Zoology**1A. GENERAL ZOOLOGY.**

4 units

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY.

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lecture and discussion periods, and two three-hour laboratory periods.

112. INVERTEBRATE ZOOLOGY.

4 units

Structure, classification, development and phylogeny of the invertebrates with special reference to the local fauna, both marine and fresh water. Lectures, special problems, laboratory and field work.

Two lectures and two three-hour laboratory periods or field trips.

113. GENERAL VERTEBRATE ZOOLOGY.

4 units

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics.

Two lectures and two three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION.

3 units

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution.

Three one-hour periods per week.

115. EUGENICS.

3 units

A study through discussion and assigned reading of race problems, immigration, growth of population and the eugenic movement.

Three one-hour periods per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS.**

3 units

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS.

3 units

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Prerequisite: Economics 1A.

Three one-hour periods per week.

11. ECONOMIC HISTORY OF THE UNITED STATES. 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Text-book used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors.

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING.

3 units

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions, i.e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations, etc. Also a more extensive examination of the problems of business cycles, government regulation and foreign trade financing.

Three one-hour periods per week.

150. LABOR ECONOMICS.**3 units**

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations.

Three one-hour periods per week.

189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION.**3 units**

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE.**3 units**

Theory of international trade, balance of trade and payments, foreign exchanges and the financing of foreign trade, international debts, government control and direction of international trade, etc.

Three one-hour periods per week.

Geography**1. ELEMENTS OF GEOGRAPHY.****3 units**

Treating of earth, air, and water as affecting life and human affairs, emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, etc., and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY.**3 units**

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, etc., and such other subjects as treated in "*Principles of Human Geography*" by Huntington and Cushing supplemented by material found in such books as "*Industrial and Commercial Geography*" by J. Russel Smith.

Three one-hour periods per week.

History

4A. EUROPEAN HISTORY.

3 units

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the Industrial Revolution, and the French Revolution.

Three one-hour periods per week.

4B. EUROPEAN HISTORY.

3 units

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three one-hour periods per week.

153. ENGLAND UNDER THE TUDORS AND STUARTS,
1485-1689.

3 units

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan Revolution, the Civil War, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750.

3 units

An account of the older overseas empire and its breakup; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and the Pacific.

Three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION.

3-3 units

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative ideals in the control of backward peoples.

Three one-hour periods per week.

181A-181B. THE HISTORY OF THE WEST.

3-3 units

Territorial growth of the United States, the diplomacy and politics of expansion, the settlement and development of the West, and the influence of expansion upon American institutions and upon international affairs at each stage of advance. The emphasis will be upon the trans-Mississippi West.

Three one-hour periods per week.

Political Science**1A. COMPARATIVE GOVERNMENT.****3 units**

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy. Not offered 1932-1933.

Three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.**3 units**

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States. Not offered 1932-1933.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT.**3 units**

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the constitution; development by legal interpretation and political practice; the constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States Constitution established by the legislature of California.

Three one-hour periods per week.

INDEX

	PAGE		PAGE
Administration	5	Honor Points	26
Administration Credential	48	Industrial Education	84
Admission	21	Institute Service	18
Advanced Standing	22	Junior High School Credential	40
Alumni Association	17	Kindergarten-Primary	
Aptitude Test	24	Credential	44
Art	67	Lectures and Entertainments	17
Associated Men Students	31	Letters and Science	58
Athletics	31	Library	16
Attendance	28	Living Arrangements	18
Biology	95	Loan Fund	20
Board of Control of Student		Location	14
Body	30	Lower Division Courses—	
Bookstore	20	Letters and Science	58
Botany	95	Commerce	60
Calendar	4	Agriculture	62
Campus	15	Forestry	63
Chemistry	96	Pre-Dental	64
Chi Sigma Epsilon	32	Pre-Engineering	65
Civic Club	33	Pre-Medical	65
Climate	15	Pre-Nursing	66
College Elementary School	13	Pre-Pharmacy	66
Commerce	70	Marking System	26
Cosmopolitan Club	33	Mathematics	86
Counseling Agencies	34	Matriculation in Other	
Courses of Instruction	67	Institutions	22
Degree Courses—		Music	87
General Elem. Credential	36	Musical Organizations	33
General Junior H. S.		Official Directory	5
Credential	40	Orientation	24
Kindergarten-Primary		Philosophy	90
Education	44	Physical Education	91
Public School Music	45	Physical Education Credential	47
Physical Education	47	Physical Examination	24
Biological Science	52	Physiology	97
English	54	Physics	97
Social Science	56	Placement Service	17
Dramatic Fraternity	32	Political Science	102
Dramatic Workshop	32	Probation and Disqualification	27
Economics	99	Programs	25
Education and Psychology	73	Pro Musica	32
Elementary Credential	36	Recreation	16
English	77	Registration	23
English A Examination	24	Reports	26
Executive Committee of Student		Rural Education	13
Body	30	Scholarship Regulations	26
Expenses	18	Science, Biological and Physical	95
Extension Service	18	Self-Government	30
Extra-Curricular Activities	29	Self Help	20
Faculty	7	Semester Unit	25
Fees	19	Social Life	33
French	82	Social Science	99
Fundamentals	28	Speakers' Bureau	18
General Information	12	Speech and Drama	79
General Regulation	23	Student Life	30
Geography	100	Student Teaching	27
Geology	97	Supervision Credential	50
Health Service	24	Women's Advisory Council	34
History	101	Y. M. C. A.	33
Historical	14	Zoology	98
Home Economics	83		

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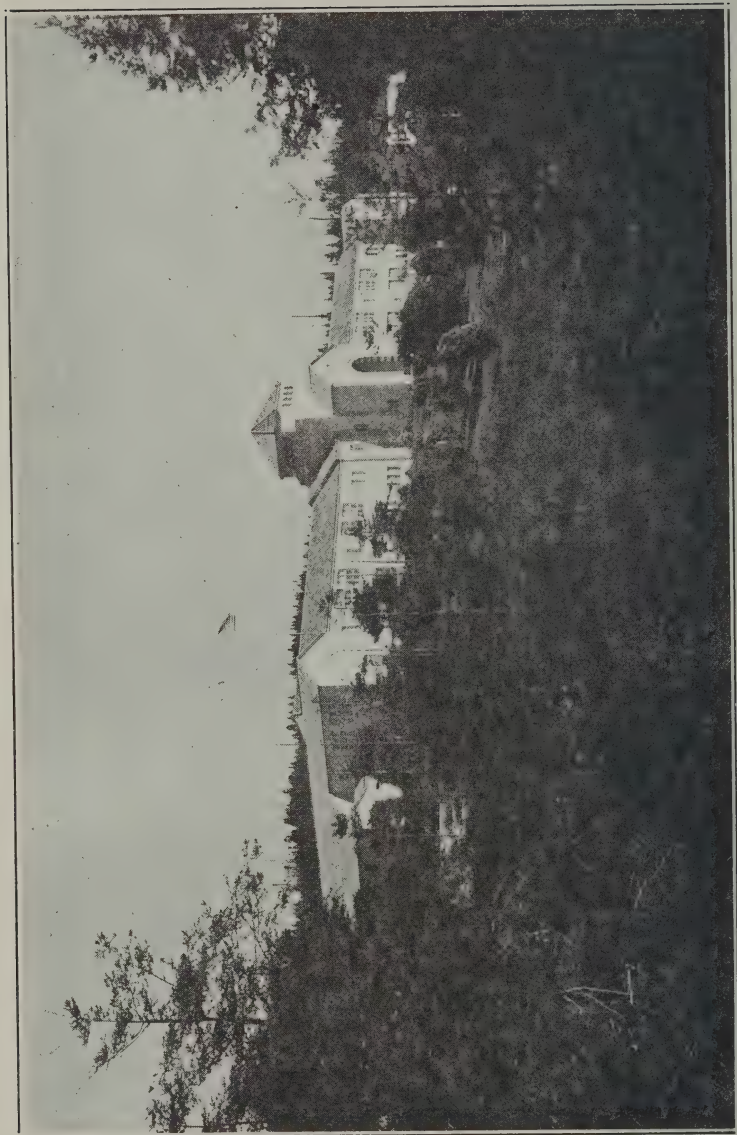
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HUMBOLDT STATE TEACHERS COLLEGE

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COLLEGE YEAR 1933-1934

A State College for the Training of Teachers for the Public Schools
and for General College Work in the Lower Division

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INTRODUCTORY

CALENDAR, 1933-1934

Fall Semester 1933

Saturday, August 26-----Examination in English A, 9 a.m. to 11 a.m.
 French Proficiency Test, 11 a.m. to 12.30 p.m.
 Freshman Registration, 9 a.m. to 5 p.m.

Monday, August 28-----General Registration

Tuesday, August 29-----Instruction begins

Monday, September 4-----Labor Day

Thursday, November 30, to Sunday, December 3-----Thanksgiving recess

Wednesday, December 20, to Tuesday, January 2-----Christmas holidays

Monday, Tuesday, Wednesday, Thursday, January 8-11-----
-----Semester examinations

Spring Semester 1934

Saturday, January 13-----Examination in English A, 9 a.m. to 12 m.
Freshman Registration, 9 a.m. to 5 p.m.

Monday, January 15-----General Registration

Tuesday, January 16_____Instruction begins

Saturday, March 24, to Sunday, April 1-----Spring vacation

Monday, Tuesday, Wednesday, Thursday, May 21-24-----
-----Semester examinations

Friday, May 25-----Commencement

Summer Session 1934

Probable dates, June 18 to July 27.

OFFICIAL DIRECTORY

HUMBOLDT STATE TEACHERS COLLEGE

Administrated Through

the

STATE DEPARTMENT OF EDUCATION

State Board of Education

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R. E. GOLWAY

E. P. CLARKE

GORDON GRAY

MISS ALICE H. DOUGHERTY

DANIEL C. MURPHY

MISS ALICE ROSE POWER

Executive Officers

VIERLING KERSEY-----Director of Education

SAM H. COHN-----Deputy Director of Education

WALTER E. MORGAN-----Assistant Superintendent
and Chief, Division of Research and Statistics

MRS. IRENE TAYLOR HEINEMAN-----
-----Assistant Superintendent of Public Instruction

MRS. EVELYN A. CLEMENT-----
-----Chief, Division of Teacher Training and Certification

NICHOLAS RICCIARDI-----Chief, Division of Secondary Education

HELEN HEFFERNAN-----
-----Chief, Division of Elementary Education and Rural Schools

N. P. NEILSON-----Chief, Division of Health and Physical Education

DR. IRA W. KIBBY-----Chief, Bureau Business Education

ANDREW P. HILL, JR.-----Chief, Division of Schoolhouse Planning

Officers of Administration

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HOMER P. BALABANIS	Vice President
IMOGENE B. PLATT	Registrar
JESSIE T. WOODCOCK	Financial Secretary
C. E. GRAVES	Librarian
EMILY M. GRAVES	Acting Assistant Librarian
SARAH M. DAVIES	Secretary to the President
ALICE E. SEQUIST	Clerk
MARGARET BROOKINS	Clerk
ISABEL CRAVEN	Head Resident, Sunset Hall

Directors

MYRTLE SHOLTY	Director of Teacher Training
IMOGENE B. PLATT	Director of Placement Bureau
ANN V. CRAIG	Director of Health Service
MAURICE HICKLIN	Director of News Service
ELLEN O. JOHNSON	Director of College Commons and Acting Dean of Women

FACULTY

GIST, ARTHUR S.

PRESIDENT.

B.Ed., 1916; M.A., 1918, University of Washington; additional graduate work University of California and Columbia University. Elementary School Principal, Seattle, Washington, 1906-27, and Oakland, California, 1927-28; Director Teacher Training, San Francisco State Teachers College, 1928-30; Lecturer in Education, University of Washington, 1926-27; Lecturer in the Extension Division, University of California, 1927-29; Summer Session Instructor, University of Utah, Summer Session 1927; George Peabody College for Teachers, Summer Session, 1928; University of Southern California, Summer Sessions, 1931-32. Author: Elementary School Supervision; Administration of an Elementary School; Clarifying the Teacher's Problems; The Teaching and Supervision of Reading (coauthor); New Stories from Eskimo Land (coauthor). Editor of Yearbooks, Department of Elementary School Principals, National Educational Association. At Humboldt since 1930.

ARNOLD, HOMER L.

PROFESSOR OF MATHEMATICS.

Bachelor of Accounts, International Business College, South Bend, Indiana, 1908; B.S., Indiana State Teachers College (Eastern Division), 1911; A.B., University of Indiana, 1915; M.A., University of Chicago, 1917; additional graduate work, University of Chicago, 1917; Stanford University, 1924; University of Michigan, Summer Session, 1933. Six years experience as elementary and high school teacher; four years experience as high school principal; Head, Department of Education and Psychology, New Mexico State Normal School, 1920-21. At Humboldt since 1921.

BALABANIS, HOMER P.

VICE PRESIDENT AND PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago, 1920; M.A., University of Chicago, 1923; Ph.D., Stanford University, 1931. Assistant, School of Commerce and Administration, University of Chicago, 1922-23; Teaching assistant, Department of Economics, Stanford University, 1928-29; Summer Session Instructor, San Jose State Teachers College, Summer Session 1931; Director of Summer Session, Humboldt State Teachers College, Summer Sessions 1932, 1933. At Humboldt since 1923.

BESTOR, RUTH E.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., Columbia University, 1928; Graduate study Summer Sessions, 1928-33. Kindergarten and First Grade Teacher, Kalamazoo, Michigan, 1909-16; Critic Teacher, Western State Normal, 1916-25; Demonstration First Grade, Western State Normal, Summer 1923; Critic Teacher, Kindergarten, University of California at Los Angeles, Spring, 1927; Demonstration Kindergarten, University of California at Los Angeles, Summers 1927-28; Teacher, Second Grade, Progressive School of Los Angeles, 1928-31; Demonstration Teacher, Columbia University, Summer Sessions, 1932. At Humboldt since 1931.

CLUXTON, HENRY T.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., Ohio Normal University, 1903; A.B., University of Denver, 1907; M.A., University of Denver, 1917; additional graduate work at Stanford University, 1926-27. Principal of elementary schools, Denver, 1903-26; Director of Training School, University of Denver, Summer Sessions, 1917-24; Instructor, Chico State Teachers College, Summer Session, 1927. At Humboldt since 1927.

CRAIG, ANN V.

PROFESSOR OF PHYSICAL EDUCATION.

A.B., Mills College, 1924; M.A., Columbia University, 1928. Assistant in Physical Education, Mills College, 1924-25; Acting Head, Department of Physical Education for Girls, David Starr Jordan High School, Los Angeles, 1925-27; Mills College Field

Hockey and Sports Camp, July, 1927; Instructor of Physical Education, University of Virginia, Summer Session, 1928; Instructor of Physical Education, Occidental College, 1928-31. At Humboldt since 1931.

DAVIES, SARAH

SECRETARY TO THE PRESIDENT.

B.S., Linfield College, 1930; Secretary in office of Principal of high school, Everett, Washington, 1923-24; Secretary to Superintendent of Schools, Longview, Washington, 1925-26; Secretary to the President of Linfield College, 1928-29; Student Assistant in the Department of Business Administration, Linfield College, McMinnville, Oregon, 1929-30. At Humboldt since 1930.

DICKSON, BELLE L.

ASSISTANT PROFESSOR OF EDUCATION.

A.B., University of Washington, 1927; M.A., University of Chicago, 1931. Teacher in elementary schools, Spokane, Washington, 1916-26. At Humboldt since 1927.

FOLSOM, ELMA McCANN

ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Washington State College, 1929; M.A., Washington State College, 1930; additional graduate work, University of California, Emerson School, University of Oregon. Instructor in Elementary Department, Washington State College, 1913-14; Instructor in English in Seattle High Schools, 1916-21; Professor of English, Michigan State Normal College, Ypsilanti, Michigan. At Humboldt since 1930.

GRAVES, C. EDWARD

LIBRARIAN.

A.B., Wesleyan, 1908; New York State Library School, 1911-13; Instructor, Wesleyan University, 1909-11; with University of Illinois Library, 1914-17; Librarian, Minnesota Historical Society, 1917-20. At Humboldt since 1924.

HICKLIN, MAURICE

PROFESSOR OF ENGLISH.

A.B., University of Missouri, 1909; B.J., School of Journalism, University of Missouri, 1913; M.A., Stanford University, 1923. Graduate teaching assistant at the University of Missouri, 1909-10; Instructor, St. John's Military School, Salina, Kansas, 1911-12; Instructor, and Commandant of Cadets at St. John's, 1918-20; Instructor, University of Washington, 1920-22; graduate teaching assistant, Stanford University, 1925; Instructor in 1927 and 1928 Summer Sessions, University of California at Los Angeles. At Humboldt since 1925.

HOWE, J. WENDELL ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCE.

B.S., Oregon State College, 1924; graduate work University of California, 1925-26 and 1928-29; M.A., Stanford University, 1930; additional graduate work, University of Chicago, Summer Session, 1932; Stanford University, Summer Session, 1933. Nurseryman, 1924-25; Instructor in high school science, 1926-29; Ranger-Naturalist, Yosemite National Park, 1930; Instructor in Cryptogamic Botany and Invertebrates. Yosemite Field-School of Natural History, 1930. At Humboldt since 1930.

JEFFERS, EDMUND V.

ASSOCIATE PROFESSOR OF MUSIC.

B.M. Ed., Illinois Wesleyan University, Bloomington, 1930; M. Mus., Bush Conservatory, Chicago, 1932. Studied voice with Theodore Harrison and composition with Jeanne Boyd. Instructor in Music, High School, Antioch, Illinois, 1930-32; Supervisor of Music, Grade Schools, Antioch, Illinois, 1931-32. At Humboldt since 1932.

JENKINS, HARRY L.

COLLEGE PHYSICIAN.

A.B., University of California, 1920; M.D., University of California, 1925. Practicing physician in Humboldt County since August, 1925. At Humboldt since 1928.

JENKINS, HORACE R.

PROFESSOR OF INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course, 1905; graduate Central State Teachers College, Oklahoma, three-year Art and Shop Course, 1907; additional study at Oswego State Normal School, University of California, University of Chicago, Columbia University, Stanford University; B.S., Oregon Agricultural College, 1927; M.S., Oregon Agricultural College, 1928. Assistant in Art, Oklahoma State Teachers College, 1906; eighteen years experience in supervision of Industrial Arts in Iowa, Idaho, Oklahoma and California; two years of practical experience in the trades and industries; three years of experience as owner and manager of a commercial pottery shop. At Humboldt since 1915.

JOHNSON, ADELLA ASSOCIATE PROFESSOR OF MODERN LANGUAGES.

A.B., University of Minnesota, 1905; M.A., University of Washington, 1925; additional graduate work at University of Washington, Stanford University, Columbia University, University of Minnesota. Travel and study in France. Instructor in foreign languages, high schools of Minnesota and Washington, fourteen years; Teaching Fellow in French, University of Washington, 1924-25; Instructor in French and Latin, State Teachers College, Spearfish, South Dakota, 1925-31. At Humboldt since 1931.

JOHNSON, ELLEN O. ASSOCIATE PROFESSOR OF HOME ECONOMICS.

B.S., Oregon State College, 1921; graduate work, University of Oregon, Summer Session, 1921; University of California, Summer Session, 1924; Oregon State College, Summer Sessions, 1925 and 1931. Instructor, Beaverton High School, Beaverton, Oregon, 1921-23; Instructor, Astoria High School, Astoria, Oregon, 1923-26; Head of Home Economics Department and Director of Cafeteria, Longview, Washington, 1926-29; Summer Session Instructor, Humboldt State Teachers College, 1927, 1929. At Humboldt since 1929.

LITTLE, STELLA SANKEY

PROFESSOR OF ART.

A.B., Stanford University, 1913; advanced work at Stanford and the University of California, Summer Sessions of 1906, 1908 and 1911; study of masterpieces in art in various art galleries of Europe, 1910; M.A., and Fine Arts Supervision Certificate, Columbia University, 1928; Summer Session, Eugene, and Post Session, Alaska, University of Oregon, 1931; Summer Session, University of Oregon, 1932. Art Instructor in Miss Harker's School for Girls, 1904-06; Assistant Instructor in Art, San Jose State Teachers College, summers of 1904 and 1905; Art Instructor and Supervisor in high school and grades, Colton, California, 1906-12; Instructor in Art at Stanford University, 1913-14. At Humboldt since June, 1925.

MACGINITIE, HARRY D.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College, 1926; graduate work Stanford University, 1926-27; graduate work, University of California, 1931-32; Teacher, Caruthers Grammar School, Caruthers, California, 1924-25; Instructor, High School, Fresno, California, January-June, 1926; Instructor, Placer Union High School, Auburn, California. At Humboldt since 1928. (On leave of absence 1933-1934.)

OSTRANDER, MARIE CLARK

ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College, 1928; M.A., Stanford University, 1933. Formerly Supervisor of Music, San Diego City Schools; Instructor in 1923 Summer Session, University of Southern California; Instructor in Summer Sessions, 1924-25, San Francisco State Teachers College; member of University Extension Faculty, University of California, 1924-25. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education." At Humboldt since 1925.

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington, 1914; graduate work, University of Washington, Summer Quarters, 1919, 1920, 1925; Stanford Uni-

versity, Summer Quarter, 1926. Twelve years experience in secondary schools, Shelton, Everett, and Seattle, Washington. At Humboldt since 1926.

POULTNEY, ROBERT H.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B.S., Cornell University, 1914; M.S., Utah Agricultural College, 1926; additional graduate work, Hopkins Marine Station, Stanford University, Summer Session, 1927; University of California, Inter-session and Summer Session, 1932; Instructor, Rutgers College, New Jersey, 1914-17 and 1919-20; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho, 1920-25. At Humboldt since 1925.

PURYEAR, VERNON J.

ASSOCIATE PROFESSOR OF SOCIAL SCIENCE.

A.B., Baylor University, 1921; M.A., University of Missouri, 1925; Student, Harvard University, summer 1927; research in England and France, summer 1928; Ph.D., University of California, 1929; Instructor, University of Missouri, 1926-28; Teaching Fellow, University of California, 1928-29; European Research Fellow of the Social Science Research Council, 1930-31; Summer Session Instructor, University of Oregon, Summer Session, 1932; Professor of History and Political Science, Albany College, 1929-33. Author: "England, Russia, and the Straits Question, 1844-56" (awarded Herbert Baxter Adams prize of the American Historical Association for 1931); research articles in diplomatic history; in preparation: "British Commercial Policy in the Near East, 1815-60."

SCHUSSMAN, LEO GEORGE

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School, 1900; Ph.B., University of Chicago, 1912; M.A., University of Wisconsin, 1923; one additional year of graduate work in Stanford University. Three years experience as elementary and high school teacher; four years experience as elementary school principal; thirteen years superintendent of schools; one year, Principal Outagamie County Normal School, Wisconsin; Summer Session Instructor, Fresno State Teachers College, Summer Session, 1932. At Humboldt since 1924.

SHOLTY, MYRTLE

PROFESSOR OF EDUCATION.

Ph.B., University of Chicago, 1911; M.A., Teachers College, Columbia University, 1924; additional graduate study, Columbia University, Summer Session, 1930. Elementary school teacher, Wabash, Indiana, 1902-06; Primary Critic, State Normal School, Stevens Point, Wisconsin, 1906-08; Primary Critic, State Teachers College, Moorhead, Minnesota, 1911-14; Sixth Grade Critic, School of Education, University of Chicago, 1914-16; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington, 1916-21; Primary Supervisor, Boise, Idaho, 1921-23; Elementary Supervisor, Spokane, Washington, 1923-26; Upper Grade Supervisor, State Teachers College, Santa Barbara, California, 1926-27. At Humboldt since 1927.

STONE, VIOLET G.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., in Education, Ohio University, 1928; M.A., University of Southern California, 1930; graduate work, University of Southern California, 1930-31; Elementary Teacher in Maine, New Hampshire and Connecticut, 1913-21; Principal, Shaker Heights, Ohio, 1921-26; Critic Teacher, Ohio University, 1926-28; Supervisor Training Department, Bowling Green, Ohio, 1928-29; Principal and Teacher, Experimental School, Whittier, California, 1929-30. At Humboldt since 1931.

STROMBERG, NOAH A.

COLLEGE DENTIST.

D.D.S., College of Physicians and Surgeons, San Francisco, California, 1927. Practicing dentist in Arcata since 1927. At Humboldt since 1930.

TELONICHER, FRED

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

A.B., Fresno State Teachers College, 1926; graduate work at Stanford University, 1926-27, and Summer Quarters, 1929 and 1930. At Humboldt since 1927.

WILSON, BERT F.

PROFESSOR OF COMMERCE.

M. Accts., Western Normal College (Iowa), 1900; B.S., B.D., Western Normal College, 1903-05; Zanerian Art College, Columbus, Ohio, Summer Quarter, 1903; M.A., Stanford University, 1927; additional graduate work, University of California, and University of Washington; Principal, Shenandoah Commercial Institute, Shenandoah, Iowa, 1900-03; Twelve years an Iowa Banker; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington, 1922-24; Head Department of Commerce, Senior High School, San Bernardino, California, 1924-26; Senior High School Principal, California, 1927-30. At Humboldt since 1930.

WILSON, GARFF BELL

ASSISTANT PROFESSOR OF SPEECH

A.B., University of California, 1931; M.A., University of California, 1933; travel and study in Europe, 1930; member of International Speaking Tour of the English Universities, 1930. Private class in Public Speaking and Dramatics, Los Angeles, Summer 1931; Teaching Fellow, Department of English, University of California, 1931-1933; Production Manager, Greek Theatre Plays, University of California, 1931-1933.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College, 1917. Two years' experience in elementary school teaching. At Humboldt since 1920.

WRIGHT, MONICA ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

B.S., University of Washington, 1929; M.S., University of Washington, 1931; Supervisor of Sports, St. Nicholas School for Girls, Seattle, Washington; Teaching Fellow in Physical Education, University of Washington, 1929-31. At Humboldt since 1931.

GENERAL INFORMATION

The chief purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the pupils. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to make the most progressive provisions for student teaching. It is the plan of this college to closely relate theory and practice so that all theory becomes meaningful to students through experience in teaching and thus to eliminate the gap that is so likely to exist between theory and practice. The presence of children in the training school keeps uppermost in the student's mind the central purpose of the college. Since modern education requires teachers having the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life, the college provides for the student a wide range of cultural and academic courses. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to both professional ideals and academic culture.

ADMISSION

Alternative Qualifications

- I. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study

was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

It is advisable for students with less than six recommending units to take a modified program the first semester.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of these students is made. Students having a general scholarship average of "D" are then granted clear admission; those having less than a "D" average are dropped from the College, or for sufficient reason continued as provisional students.

II. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied as determined by the faculty of the College.

III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may

become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Transfers with Advanced Standing.

1. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

2. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(a) Not more than sixty-four credits of lower division standing may be offered.

(b) No credits for professional courses in education may be offered.

General Qualifications

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction.

Matriculation in Other Institutions

Courses taken here are evaluated credit for credit at the University of California.

Graduates who have followed a full four-year course and have received the A.B. degree in the year 1928 or subsequent thereto, and who have not inverted the curriculum in the four-year program, will be admitted to graduate standing in the University of California on the presentation of their diplomas. In other words, they will be treated in just the same way as graduates of colleges on the accepted list of the Association of American Universities. The amount of work to

be taken at the University of California will depend upon the major subject which the student selects for graduate work. This can only be determined after the student has been interviewed at the University of California by the major department of his choice. Such procedure, however, applies equally to graduates of all universities and colleges without exception.

Our presecondary degrees are arranged for students planning to teach in high school. If the course chosen is carefully followed, students will be able after a full year of graduate work to secure at the University of California the general secondary credential which will authorize them to teach in the high schools of the State.

The University of California Graduate Division finds that it is rarely if ever possible for a graduate with the A.B. degree from any institution to receive the high school credential and the master's degree in one year.

DEGREE COURSES

The college offers curricula leading to the Bachelor of Arts degree in the following majors:

- Elementary Education (Credential Course).
- Junior High School Education (Credential Course).
- General Junior High School Education (Credential Course).
- Kindergarten-Primary Education (Temporarily Discontinued).
- Physical Education (Credential Course).
- Public School Music (Credential Course).
- Biological Science. (Courses temporarily discontinued).
- English.
- Social Science.

Lower division courses which constitute the foundation for liberal arts and science work, and for many of the professions, are also available to students who intend to take upper division work elsewhere.

GENERAL REGULATIONS FOR STUDENTS

Registration

In order to have plenty of time to discuss with each student his special needs and to insure guidance by those qualified, the College registers each student several weeks in advance

under a faculty advisor who is especially qualified to confer with students regarding their course problems.

Preregistration for freshmen is also advised. General freshman registration is held on the Saturday preceding the opening of the term. Freshmen are advised to have their high school transcripts sent to the Registrar several weeks before the opening of the term.

Students will meet at the College on the appointed days in August, January, and June for completion of registration details. Each student must register in person and must pay all fees at that time. Students registering after the appointed day will be required to pay a late registration fee of \$2.

No student will be admitted after the second week of the semester except upon petition to the faculty through the Scholarship Committee.

Changes in registration made subsequent to the regular day of registration must be approved by the faculty advisor and by the Registrar.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will consist of a theme of approximately five hundred words on a subject chosen from a list of ten. Students failing to pass this examination will be enrolled in the noncredit course in English A.

College Aptitude Test

All new students are required to take the college aptitude test.

Health Service and Examination

In order to safeguard the health of the students the College engages a college physician and maintains a health service whose purpose is to examine, counsel and assist students. At least three medical examinations are given each student, as follows:

- (1) At entrance (including a chest X-ray and a dental examination).
- (2) Prior to teacher-training work.
- (3) Before graduation.

Emergency treatment is given in case of accident or illness. By special arrangement through the Health Department and the Student Body, with the cooperation of a local hospital, hospital service is being provided at special rates.

Physical Education

Every student carrying 12 or more units of work is required to take physical education unless excused by the Director of Health and Physical Education.

Orientation

An orientation course, meeting once a week, is required of all freshman students. This course provides an opportunity for analysis and discussion of college problems pertinent to beginning students, such as ideals, scholarship, adjustment, health, student government, methods of study and matriculation in other institutions, and also for planning and conducting class activities for recreation and self-improvement.

Student Programs

Semester Unit

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

Normal Program

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of the "index of scholarship" of the student. The following chart will be used as the basis for granting petitions for programs varying from the normal load:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

The Scholarship Committee secures a health statement from the Health Department for all students applying for more than 16½ units of work.

In order to secure credit for their work students must have their programs approved by the faculty advisor and by the Registrar. All subsequent changes in program must have similar approval.

A minimum program of 12½ semester units, including physical education, is required for classification as a regular student.

Scholarship Index

The Scholarship Index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units.

Course Numbers

Lower Division

Lower division courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division

Upper division courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered 100 or above.

The general prerequisite for all upper division courses is sixty semester units.

Classification of Students

Students having less than 30 semester units of credit are classified as freshmen. Those having from 30 to 59 semester units are classified as sophomores; those having from 60 to 89 units are classified as juniors; and those having 90 or more are classified as seniors.

Marking System

Grades

A five-point marking system is used with A, B, C, or D, indicating a passing grade, and F, meaning failure. Plus (+) as given in certain courses, means passed without defining grade except in physical education where it means C or better; Cond., conditioned; inc., incomplete; W., withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D; otherwise it becomes F.

All incomplete grades must be made up within one year.

Honor Points.

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Reports

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Midsemester reports are made to students doing unsatisfactory work. These reports are followed by conferences with the President. Students having special difficulties in certain subjects are periodically interviewed by the President.

Scholarship Regulations

Graduation Requirements

The degree of Bachelor of Arts is granted upon completion of a curriculum approved by the College. 124 semester units with 24 semester units completed in residence are minimum requirements.

A general scholarship average of "C" will be required for graduation from any curriculum of the College after January 1, 1936.

A general scholarship average of "C" together with an average of "C" in both minors is now required for gradua-

tion from the Junior High School and the General Junior High School curricula.

Student Teaching Requirements

Only those students who have maintained a satisfactory scholarship and have fulfilled the college requirements in the fundamentals are eligible for student teaching. Certain personal qualities are also carefully considered by the faculty. After January, 1934, a general average of "C" will be required for all students wishing to do student teaching.

A grade of "C" or better is required in student teaching in every field for which a credential is granted by the College.

Students who do not receive a grade of "C" in student teaching and wish to do more work in this field, will be marked incomplete at the close of their first semester's work.

Students will be limited to two semesters' trial for a grade of "C" in student teaching.

NOTE.—After January, 1934, the term "student teaching" will read "student teaching II."

Withdrawal from Courses

A student dropping a course with official approval during the first six weeks of any semester will not have that course reported or charged against his record for that semester.

During the second six weeks of any semester, a student may be permitted to drop a course without prejudice to his record in case this is done with the approval of an advisory committee, such approval to be based presumably upon considerations of health, outside work, or other matters for which the student is not held culpable. Otherwise, the dropping of the course during this interval will be recorded as a failure.

During the final six weeks of any semester, the dropping of a course will result in a record of failure or incomplete, depending upon whether the work had been of passing grade up to the time of withdrawal.

Withdrawal From College

Upon petition an honorable dismissal or an indefinite leave-of-absence may be granted to any student in good standing with the approval of his faculty advisor and of the Registrar.

Students who discontinue their work without formal petition for leave-of-absence do so at the risk of incurring failing marks in their subjects and at the risk of having their registration privileges curtailed or entirely withdrawn.

Probation

Students whose scholarship is low are subject to probation. Scholarship average during the probationary semester must be satisfactory. Each case is considered individually upon its merits.

Disqualification

Students whose scholarship average for any semester falls below a "D" average are subject to disqualification. Students whose personal conduct is unsatisfactory may be disqualified by faculty action at any time.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

Class Attendance

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it. Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course or has been discourteous.

The following attendance regulations will be put into effect in the fall semester, 1933:

Regular class attendance is expected of all students. Such attendance affects the quality and quantity of a student's work which in turn determines the grade which the student receives in a course. Instructors and departments are authorized to make any attendance regulations necessary to secure efficient work.

However, entering freshman and students having a college scholarship average of less than "C" are subject to the following administrative regulations concerning excessive absence without excuse:

(a) If the number of unexcused absences is equal to twice the number of credit units in the course, the grade submitted to the Registrar by the instructor is reduced by the Registrar to "D."

(b) If the number of unexcused absences is equal to three times the number of credit units in the course, the grade is reduced to "F."

Each hour's absence from laboratory is counted as one-half or one-third value according to the number of laboratory hours required for a unit of credit.

Three unexcused tardinesses will count as one unexcused absence.

Excused absences shall include absences for the following reasons:

a. Illness of student evidenced by certificate from a physician or from the health office.

b. Illness or death in the family evidenced by a statement from a parent or physician.

c. Weather conditions manifestly unfavorable. Statement filed with President's secretary, who, under the direction of the President, will pass upon weather conditions.

d. Participation in extra-curricular activities authorized by the instructor in charge of the activity with consent of the President. Statement secured from the instructor in charge of the activity and approval of the President.

e. For outside emergencies which must be approved by the President's secretary.

Any student, regardless of scholarship status, must have a written statement from the College Physician when absent from a mid-term or final examination.

All excused absences are to be filed with the President's secretary within 48 hours after return.

Participation in Extra-curricular Activities

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon meeting the prescribed scholarship requirements and upon the recommendation of the instructor or coach in charge of the activity. Participation is limited to students who have paid their student body dues.

The scholarship requirements are as follows:

- (1) A student must be carrying at least 12 units of work.
- (2) A student must have passed in $10\frac{1}{2}$ of the units carried during his last semester in college.
- (3) A student must be passing in $10\frac{1}{2}$ of his units before each game or performance.

Special cases are referred to the President for decision.

Fundamentals

All students in the teacher training courses are required to show an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, grammar, arithmetic, history, geography and spelling. Necessity for doing work in fundamentals will be evidenced by illegible writing, misspelled words, poor sentence structure in written work in any of the college courses, and by standardized tests and measurements which will be given during the sophomore or junior year to all candidates for student teaching.

Students whose skill in the fundamentals is not satisfactory must bring their work up to standard before they will be permitted to enroll for student teaching. This may be done by studying independently or by enrolling in the fundamentals course which gives a thorough review of the required subject matter and carries a fee of \$10.

A second examination in the fundamentals may be given to all students before graduation.

STUDENT EXPENSES

Living Arrangements

Living arrangements for all students must be approved by the College administration. A list of approved rooms should be secured from the Financial Secretary.

All lower division women students whose homes are outside of Arcata and Eureka are required to live at Sunset Hall, the women's dormitory, unless special arrangements have been made with the administration by the parents. It is advisable for upper division women also to reside at Sunset Hall.

Sunset Hall is directed by a competent Head Resident under the direction of the President. A most wholesome family spirit prevails. This hall is provided with a pleasant living room which is the center for many pleasant social gatherings. Improvements each year are making the dormitory more comfortable and more attractive.

Rooms at Sunset Hall are rented for the entire semester at the rate of \$6 a month where two occupy the same room. Single rooms are rented at \$12 a month. Students furnish all bedding and linen, including mattress protector and towels. Rooms are rented for the entire semester. Any student who

finds it necessary to leave the dormitory during the semester should first consult the Acting Dean of Women and then submit two week's notice to the Financial Secretary.

It is important that the College have correct local addresses for all students. These addresses are kept in the office of the Secretary to the President and in the office of the Registrar.

The College Commons is under the supervision of a trained director. Board, including three meals, averages \$25 per month. Allowance is made for students who go home week-ends. The Commons also furnishes noon lunches, cafeteria style, to day students.

FEES

General

Regular semester registration fee-----	\$6 50
Student Body fee per semester-----	5 00
Physical Education fee per semester-----	1 00
Health fee per semester-----	1 00

Special

Out of State tuition fee-----	\$-----
Delayed transcript fee-----	1 00
Late registration fee-----	2 00
Diploma fee at graduation-----	2 50
Appointment Service fee (optional)-----	1 00
Additional transcripts, each-----	1 00
Repetition of English A course-----	10 00
College Aptitude Test-----	0 25
If not taken at scheduled time-----	1 00
Fundamentals Test-----	0 25
If not taken at scheduled time-----	1 00
Course in Fundamentals-----	10 00
Applied Design-----	1 75
Special Examinations—Midterm -----	0 50
Final -----	1 00
Art Appreciation-----	0 75
Art Structure-----	1 75
Elementary Crafts-----	1 75
Lettering and Design-----	2 25
Public School Art-----	1 50
Dramatics -----	0 75
Orchestra -----	0 75

Biology fee per semester-----	\$1 00
Botany fee per semester-----	0 50
Chemistry fee per semester-----	5 00
(\$2.50 for breakage, returnable.)	
Geology -----	0 50
Ornithology-----	1 00
Physics fee per semester-----	2 50
Zoology fee per semester-----	1 00
Glee Club fee per semester-----	0 75
Metal Crafts-----	0 50
Pottery fee per semester (2 unit course)-----	2 50
Woodworking fee per semester-----	0 50

Summer Session

Summer Session registration fee (six weeks)-----	\$20 00
Summer Session registration fee (three weeks)-----	15 00
Summer Session lecture and recreation fund-----	0 50
Summer Session Physical Education fee-----	0 50

NOTE.—All students are expected to pay the Student Body fee at the time of registration unless temporary arrangements have been made with the President of the College.

Refunds

State Fees

Regulations formulated by the State.

“Fees shall only be returnable when the student has been refused admission to classes after registration or when through unavoidable circumstances, the student is unable to commence college work. In the latter case the student desiring return of a fee shall make application in writing giving his or her reasons for withdrawal. The return of any fee must be recommended by the college president or his designated representative and only after consideration of the individual case upon its merits.

Before returning fees, each teachers college shall submit a list of these fees recommended to be returnable to students, together with a brief explanation, to the Director of Education for his authorization and the approval of the Director of Finance.”

Student Body Fees

These fees can not be refunded if a student has participated in any student body activity.

Course Fees

Course fees will be refunded according to the percentage of materials used.

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy and deserving students. The College has the policy of employing as much student help as possible, particularly in the Commons, and for other types of work on the campus. In certain months the student pay roll runs as high as \$300. The College also has requests for assistance in light housework, care of children, janitorial and clerical work. Application for employment should be made to the Financial Secretary before registration.

STUDENT LOAN FUND

A small loan fund is at the disposal of the College to assist worthy students to meet their necessary expenses. It has generally been the policy to make this fund available to students in the upper division courses. Students needing financial assistance are advised to discuss their needs confidentially with the President.

BOOKSTORE

The College conducts a bookstore which sells without profit all college textbooks and supplies.

CAMPUS LIFE

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California Legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocum, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 Legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922. In 1930 a new gymnasium was added and recently four new modern tennis courts and a new College Elementary School have been built.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted at present, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same Legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase:

For the college year ending June 30, 1922, 123 students; 1923, 146 students; 1924, 159 students; 1925, 218 students; 1926, 274 students; 1927, 312 students; 1928, 325 students; 1929, 327 students; 1930, 373 students; 1931, 399 students; 1932, 403 students; 1933, 431 students.

LOCATION

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position

on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh-land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night-time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The cities of Arcata and Eureka are delightful places of residence. Arcata has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CAMPUS

There is extensive lawn, planted with shrubs and small trees, along the whole front of the building. Directly across the street from the administration building are four new modern tennis courts for the use of students and faculty. In the rear is an athletic field adjoining the new \$70,000 gymnasium. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

The Library

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present

contain approximately fourteen thousand volumes. The collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for one hundred and thirteen magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13 x 75 feet, containing the bound volumes of magazines, and the overflow of general books from the main reading room.

The College Elementary School

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata and Eureka school authorities.

The new College elementary school building houses a kindergarten and an elementary school consisting of eight grades. It is a commodious building of concrete. In its construction no pains have been spared to make it sanitary, fireproof and in every possible way an ideal building for a completely graded training school from the kindergarten through the eighth grade.

The large number of classrooms together with two observation booths make possible a maximum use of facilities for observation, participation and student teaching on any given day, as well as making possible many combinations of sliding schedules.

RECREATION

Humboldt College, situated on a low hill in front of a high range of hills, with a background of dense evergreen forests, looks out upon Humboldt Bay, a row of sand dunes, and the blue Pacific Ocean.

Part of the campus is covered by this forest of second-growth redwoods, spruces, firs and hemlocks.

The constantly shifting hills of sand which form dunes along the ocean shore extend from North Jetty of the harbor entrance to the mouth of Little River.

North of Little River the coastline becomes very rugged and the numerous caves, points, reefs and the Blowhole invite

personal exploration. The lighthouse at Trinidad Head and the Blowhole, three miles south of Trinidad, are always interesting places to visit.

An hour's drive northward along the Redwood Highway brings the student to Big Lagoon, a salt water lake. This lagoon, protected from the strong breakers, forms a safe swimming and boating resort.

A pool on Mad River, a few minutes drive from the campus, is very popular on warm afternoons. Swimming can also be enjoyed at many pools along the Eel River to the south of Eureka.

Near Arcata are several public and private golf courses where special inducements are made to students.

Bull Creek Flat State Park includes within its borders the tallest tree within the United States. This giant Redwood towers some 275 feet above the ground. There are other groves of redwoods along the river which are delightful spots for outings.

ASSOCIATED STUDENTS

When a student enters the College, the authorities take it for granted that he has an earnest purpose, studious habits, and is willing to observe a proper standard of personal conduct.

To assist students in developing such good habits, the College has organized a system of student self-government, and a constitutional convention consisting of students and faculty members has drawn up a constitution which was adopted by the student body.

Through the vested authority of self-government with its attendant responsibility, the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The faculty retains the authority and oversight over certain matters such as Student Body finances and external relations necessitated by sound administrative jurisdiction and general responsibility as provided by law and the best interests of the students. The extent to which College policies and routine matters can be delegated to students is naturally dependent upon their ability to assume

such responsibilities. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship.

Board of Control of Student Body

The Board of Control is the student government agency consisting of five members elected every semester by the Student Body, and charged with the responsibility of maintaining high standards of conduct in the College.

Executive Committee of Student Body

The Executive Committee consists of the President, Vice President, Secretary, Treasurer and Publicity Manager of the Student Body, the members of the Board of Control and the President of the College or a faculty sponsor appointed by the President. The duties of this committee are to have charge of school elections, to adjust budgets, to pass on all bills and to see that they are paid, to authorize purchases, to take an inventory of all Student Body property at the end of the school year, to set the amount of dues and to look after all Student Body affairs not specifically covered by the Constitution and By-laws.

ATHLETICS

Believing that certain mixed activities promote desirable social relationships between men and women, the College has developed a program of mixed intramural sports in volleyball, tennis, archery and golf.

All students participating in athletics are required to pass a satisfactory health examination each season.

Men's Athletics

Men students play a regular schedule of games in football, basketball, tennis and baseball with colleges and other organizations in California and Oregon. Such intercollegiate competition supplements intramural and interclass competition in which practically all the men students take part. Participation in varsity teams is limited to men whose scholarship is satisfactory.

Women's Athletic Association

Membership in the Women's Athletic Association is open to all women students at Humboldt State Teachers College.

The purpose of the organization is: to stimulate an interest in women's athletics; to provide wholesome participation in athletics; to further social relationships; to offer assistance in the promotion of an adequate program of athletics for high school girls.

Activities sponsored by the Women's Athletic Association for intramural and interclass competition include field hockey, volleyball, basketball, baseball and tennis.

The Women's Athletic Association conducts an annual fall Play Day for the girls in the near-by high schools.

MUSICAL ORGANIZATIONS

A women's glee club, men's glee club and orchestra are maintained each semester. Other smaller organizations such as the male quartet and string quartet are organized to provide music for school and community functions.

The college a cappella choir is composed of select voices from the men's and women's glee clubs. Members for this organization are chosen by the Director. The choir was organized in 1932 and gave concerts in Berkeley, San Jose, Santa Rosa and Ukiah.

All musical organizations are presented in a series of Sunday afternoon vesper musicales which are open to the public.

Pro Musica

Pro Musica is an organization for young people who are seriously interested in the study of applied music—voice, piano or orchestral instruments. Monthly recitals are given by members and prospective members of the club. Only those who have taken part in such a program are eligible to active membership, but all who are interested in the work of the club may become associate members, and the general public is invited to the recitals.

DRAMATIC ORGANIZATIONS

Dramatic Workshop H

The dramatic workshop H provides opportunities for self-expression, practical experience in stagecraft, and the presentation of many plays before the general public. Productions are selected from the best works of outstanding European and American playwrights.

Alpha Psi Omega

In November, 1931, the Alpha Psi Omega national dramatic fraternity established a local chapter in the College to be known as Beta Alpha Cast. The purpose of this fraternity is to stimulate interest in dramatic activities in the College and to secure for the College all of the advantages and mutual helpfulness provided by a large national honorary fraternity. Only students who have good standing in the college and have attained a high standard of work in dramatic art are rewarded by election to membership in this fraternity.

COUNSELING AGENCIES

The College has a definite program of counseling and guidance for entering freshmen. Special counseling will be given individually to the freshmen at the time of registration and periodically during the year by the President and faculty advisers.

Sponsors from upper classmen are assigned to assist new students in becoming acquainted with members of the Student Body and various details of college life.

A faculty member is appointed as adviser for the class.

SOCIAL LIFE

The social life of the College is sponsored by the different student body organizations and by the faculty.

A small college offers to each student many opportunities for friendships and social activities. Among these are monthly, and occasional noon-hour, dances. The Women's Athletic Association sponsors banquets and sports affairs throughout the year. Informal functions are frequently held for and by the students who reside in Sunset Hall.

To further student-faculty relationships all freshman women are entertained at a tea by their various instructors and advisers during the early part of the College year. Senior women are entertained in the spring at a tea given by President and Mrs. Gist.

In order that the students may early in their College careers become better acquainted with the President and Mrs. Gist and with each other, every freshman is entertained sometime during the year by President and Mrs. Gist. These functions are generally held in the President's home.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

Associated Men Students

The Associated Men Students is an organization formed in the fall of 1931. Its purpose is to enable the men to act as a body in promoting desirable extra-curricular and other activities for men students.

Projects undertaken by this organization during its first year were: (1) policing of grounds and buildings at athletic contests; (2) a campaign to add track and field athletics to the list of major sports sponsored by the Student Body; and (3) promotion and direction of an annual Men's High Jinks. This event is held in the spring of each year and all high school students of Northwestern California are invited.

Young Men's Christian Association

The College "Y" program includes activities such as noon forums; discussion groups; Asilomar Conference, held near Monterey at Christmas each year; sponsoring the Redwood Empire Older Boys' Conference; sponsoring the visit of vocational guidance experts from time to time, etc.

Membership is open to any college man who wishes to sign the membership pledge.

College Civic Club

The prime objectives of this organization are to help solve the various problems of College life and to promote living in a constructive and positive manner. Its organization is connected with the work of the course in Principles of Education.

Some of the major projects sponsored and accomplished by the Club are a campus lighting system, improved study conditions and supervision of the overflow study room in the Commons, mail boxes for the students and an inner-court pool and fountain. Among the minor accomplishments are social and educational projects of various types involving both civic and esthetic factors.

Pi Alpha Pi

Pi Alpha Pi is an organization primarily designed for Social Science majors, although minors may be invited to join. The purpose of the organization is to promote an interest in the Social Sciences and to bring about a greater cooperation in student body affairs. To be eligible for membership a student must have completed at least 45 semester units with 15 or more units in Social Science and must have a scholarship index of 1.25 or more. Students are elected to membership through the vote of the active members of the fraternity.

Kindergarten-Primary Club

A Kindergarten-Primary Club has been organized for those interested in teaching in this field. The purpose of the club is partly social and partly to increase the interest and knowledge of the members.

ASSEMBLIES AND ENTERTAINMENTS

Public assemblies of students, faculty and visitors are scheduled at least twice a month, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers. Often students from the Speech Arts Department introduce the speakers, and students from the Music Department direct the community singing.

STUDENT HONORS

The President's Cup

To stimulate student teaching and as a recognition of meritorious service, the President's Cup has been provided. The student doing the highest type of teaching in the College Elementary School each semester has his name engraved upon this cup.

Chi Sigma Epsilon

Chi Sigma Epsilon, the College honor society, elects members from the upper classes twice during each college year. The membership may never exceed a small percentage of the Student Body. The student does not seek election but rather the society selects members from those students who have high scholastic attainments, qualities of leadership and high

ideals of character. Chi Sigma Epsilon Pledging Day honors those students elected to membership.

Rousers

Sophomore honor society composed of eight members selected each spring from the freshman class by active members of Chi Sigma Epsilon. High scholarship, fine qualities of character, achievement in studies and responsibilities assumed, and ability in adjusting their life to the new social order of college life are the criteria used in the selection of new members each year.

Chi Sigma Epsilon Medal

To the member of the freshman class who has entered into student activities, has maintained a high scholarship, has demonstrated good character, and who, in the opinion of active members of Chi Sigma Epsilon has made the greatest advance toward fine manhood or womanhood during the first year of college, Chi Sigma Epsilon awards a medal each spring. The medalist for 1931-32 was Mary Jean Russell and for 1932-33 was Marseille Hedvig Spetz.

COMMUNITY RELATIONS

PLACEMENT SERVICE

A Placement Bureau is maintained to perform a double service: to help Humboldt graduates, both those newly graduating and those teaching in the field, obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Placement Bureau. Such students should register with the Director of Placement early in their senior year.

EXTENSION SERVICE

Since the College is a State institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the State. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

Extension Courses

Extension courses will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Speakers' Bureau

A Speakers' Bureau is maintained by the College for the purpose of furnishing lectures on educational, psychological and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people desiring speakers should write to the President for further information.

Institute Service

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, by actual demonstrations of classroom practices, and by furnishing musical numbers and dramatic productions.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. A permanent Alumni Association was organized at this time. Meetings are held three times a year—one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one during the summer session.

The following are the officers for the current year: President, Mildred Moe; vice president, James Spiering; secretary, Edithe Cameron; treasurer, Hugh B. Stewart.

THE A.B. DEGREE WITH MAJOR IN GENERAL ELEMENTARY EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education and the regulations of the faculty of the College, requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential. Those taking this credential will receive preference in recommendations for all grades of the elementary school and for village and rural positions.

Subject Requirements—Lower Division

ART		Units
Art Structure-----		2
		—
		2
ENGLISH		
English 1A-----		3
English 1B-----		3
		—
		6
FUNDAMENTALS *		
Arithmetic Reasoning and Comprehension-----		0
History and Civics-----		0
Language Usage-----		0
Spelling A-----		0
MUSIC		
Sight Singing-----		1
		—
		1
PHYSICAL EDUCATION		
Hygiene-----		2
Activities for Adults, one-half unit each semester-----		2
		—
		4
PSYCHOLOGY		
General Psychology-----		3
		—
		3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL Units

Modern View of the Physical World-----	3
Geology 1A-----	3

A year course chosen on the following basis:

A. For students not having credit for one year high school	
Biology—	
Biology 1A and 1B-----	6
B. For students having credit for one year high school	
Biology—	
Botany 2A and 2B or Zoology 1A and 1B-----	8

12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A-----	3
Economic History of the United States-----	3

15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Children's Literature-----	2
Curricular Activities-----	3
Educational Measurements-----	2
Educational Psychology-----	3
Growth and Development-----	2
History of Education in the United States-----	2
Induction to Teaching-----	2
Principles of Education-----	3
Rural Education-----	2
Teaching I-----	2
Teaching II-----	8
Kindergarten-Primary Curriculum (For students teaching in Kindergarten-----)	3

31 or 34

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

	Units
Activities for Adults, one-half unit each semester-----	1
Methods in Plays and Games-----	1
Organization of Physical Education-----	2
	4

SOCIAL SCIENCE

American Government-----	3
	3

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Home Economics
Art	Industrial Arts
Biological Science	Mathematics
Commercial Education	Music
Economics	Physical Education
English	Physical Science
Foreign Languages	Speech
History	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

Minimum residence requirement for the degree course is 24 semester units.

Not more than forty semester hours may be taken in the field of education.

RECOMMENDED SEQUENCE (Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science -----	3	Science -----	3
Public Speaking 1A-----	3	Art Structure-----	2
Hygiene -----	2	Sight Singing-----	1
Music Reading-Piano-----	1	Elective -----	3
Physical Activities-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. Hist. of U. S.-----	3
Science -----	3 or 4	Science -----	3 or 4
Minor -----	3	Minor -----	3
Minor -----	3	Minor -----	3
Physical Education-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Educational Psychology--	3	Teaching I-----	2
Children's Literature----	2	Curriculum Activities---	3
Induction to Teaching----	2	Organ. of Phys. Educ.---	2
Public School Art-----	2	Public School Music-----	2
Minor -----	3	Educ. Measurements-----	2
Minor -----	3	Minor -----	3
Plays and Games A-----	$\frac{1}{2}$	Elective -----	2
		Singing Games and Folk	
		Dances -----	$\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Teaching II-----	8	Principles of Education--	3
Growth and Development	2	History of Education-----	2
*Elective-----	4 or 5	Rural Education-----	2
Physical Education-----	$\frac{1}{2}$	American Government----	3
*For students teaching in		Minor -----	3
Kindergarten.		Elective -----	3
Kindergarten-Primary		Physical Education-----	$\frac{1}{2}$
Curriculum -----	3		

THE A.B. DEGREE WITH MAJOR IN GENERAL JUNIOR HIGH SCHOOL EDUCATION

The regular four-year degree course prescribed in accordance with law, the regulations of the State Board of Education and the regulations of the faculty of the College for the General Junior High School Credential requires for graduation 124 semester units. This credential authorizes the student to teach in both the elementary grades and the junior high school.

Subject Requirements—Lower Division

ART	Units
Art Structure-----	2
	2

ENGLISH

English 1A-----	3
English 1B-----	3
	6

FUNDAMENTALS *

Arithmetic Reasoning and Comprehension-----	0
History and Civics-----	0
Language Usage -----	0
Spelling A -----	0

MUSIC

Sight Singing -----	1
	1

PHYSICAL EDUCATION

Hygiene -----	2
Activities for Adults, one-half unit each semester-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

SCIENCE, BIOLOGICAL AND PHYSICAL	Units
Modern View of the Physical World-----	3
Geology 1A -----	3
A year course chosen on the following basis:	
A. For students not having credit for one year high school Biology-----	
Biology 1A and 1B-----	6
B. For students having credit for one year high school Biology-----	
Botany 2A and 2B or Zoology 1A and 1B-----	8
	12 or 14

SOCIAL SCIENCE	
History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A -----	3
Economic History of the United States-----	3
	15

SPEECH	
Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART

Public School Art-----	2
	2

EDUCATION

Children's Literature-----	2
Curricular Activities-----	3
Educational Measurements-----	2
Educational Psychology-----	3
Growth and Development-----	2
History of Education in the United States-----	2
Induction to Teaching-----	2
Principles of Education-----	3
Principles of Junior High School Education-----	2
Rural Education-----	2
Teaching I-----	2
Teaching II (Elementary and Minors)-----	10
	35

MUSIC

Public School Music-----	2
	2

PHYSICAL EDUCATION

Units

Activities for Adults, one-half unit each semester-----	1
Methods in Plays and Games-----	1
Organization of Physical Education-----	2
	4

SOCIAL SCIENCE

American Government-----	3
	3

Majors and Minors

The candidate for a degree must have completed a major in Education and a minor in each of two fields to be selected from the following:

Agriculture	Home Economics
Art	Industrial Arts
Biological Science	Mathematics
Commercial Education	Music
Economics	Physical Education
English	Physical Science
Foreign Languages	Speech
History	

A major is composed of 24 units, at least one-half of which must be in the upper division.

A minor is composed of 12 units, at least one-half of which must be in the upper division.

Notes

Minimum resident requirement for the degree course is 24 semester units.

Not more than forty semester hours may be taken in the field of Education.

RECOMMENDED SEQUENCE

(General Junior High School Education)

FRESHMAN YEAR

First Semester

	Units
English 1A-----	3
History 4A-----	3
Science -----	3
Hygiene -----	2
Art Structure -----	2
Music Reading-Piano----	1
Elective -----	2
Physical Activities-----	$\frac{1}{2}$

Second Semester

	Units
English 1B-----	3
History 4B-----	3
Science -----	3
Geography 2-----	3
Public Speaking 1A-----	3
Sight Singing 1A-----	1
Physical Education -----	$\frac{1}{2}$

SOPHOMORE YEAR

First Semester

	Units
General Psychology-----	3
Economics 1A-----	3
Science -----	3 or 4
Minor -----	3
Minor -----	3
Physical Education -----	$\frac{1}{2}$

Second Semester

	Units
Induction to Teaching---	2
Economic History of U. S.	3
Science -----	3 or 4
* Children's Literature----	2
Minor -----	3
Minor -----	3
Plays and Games A-----	$\frac{1}{2}$
* Schedule here if course can be included in a 16 $\frac{1}{2}$ unit program.	

JUNIOR YEAR

First Semester

	Units
Educational Psychology--	3
Teaching I-----	2
Curriculum Activities----	3
Organ. of Phys. Educ.----	2
Public School Music-----	2
Public School Art-----	2
Children's Lit. or Elective 2	
Singing Games and Folk	
Dances -----	$\frac{1}{2}$

Second Semester

	Units
Student Teaching in Elem.	
School and in Minor	8
Growth and Development	2
Elective -----	2 or 3
Elective -----	2
Physical Education -----	$\frac{1}{2}$

SENIOR YEAR

First Semester

	Units
Teaching in Minors or	
Elective -----	2
Minor -----	3
Minor -----	3
Educ. Measurements-----	2
History of Education----	2
Principles of Education--	3
Physical Education-----	$\frac{1}{2}$

Second Semester

	Units
American Government---	3
Prin. of Jr. H. S. Educ.	2
Rural Education-----	2
Minor -----	3
Minor -----	3
Elective -----	2 or 3
Physical Education -----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJORS IN PUBLIC SCHOOL MUSIC AND GENERAL ELEMENTARY EDUCATION

This combination course gives both the Special Credential in Public School Music and the General Elementary Credential.

In addition to the subjects listed below, six units of credit in Voice and six units of credit in Piano are required for the course. This work should be taken through private instruction under the direction of the Music Department of the College. Examinations for credit will be held at the College at the close of each semester.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science-----	3	Science-----	3
Public Speaking 1A-----	3	Art Structure-----	2
Brass Instruments-----	2	Sight Singing-----	1
Music Reading—Piano--	1	Hygiene-----	2
Choral-----	1	Woodwind Instruments--	2
Physical Activities-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. History of U. S.--	3
Science-----	3 or 4	Science-----	3 or 4
Elementary Harmony--	3	Intermediate Harmony--	3
Minor-----	3	Minor-----	3
Physical Education-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

SUMMER SESSION

Music History A-----	3
Conducting-----	2

JUNIOR YEAR

First Semester

Units

Educational Psychology	3
Children's Literature	2
Induction to Teaching	2
Public School Art	2
Dictation A	2
Composition	2
Minor	3
Plays and Games A	$\frac{1}{2}$

Second Semester

Units

Teaching I	2
Curricular Activities	3
Organ. of Phys. Educ.	2
Public School Music	2
Educ. Measurements	2
Dictation B	2
Minor	3
Singing Games and Folk Dances	$\frac{1}{2}$

SUMMER SESSION

Music History B	3
Orchestration	2
Vocal Ensemble	1

SENIOR YEAR

First Semester

Units

Teaching II—Elem.	6
Teaching—Music (Elem.)	2
Growth and Development	2
Form and Analysis	2
String Instruments	2
Choral	1
Physical Education	$\frac{1}{2}$

Second Semester

Units

Teaching—Music (H. S.)	2
Principles of Education	3
History of Education	2
Rural Education	2
American Government	3
Advanced Sight Singing	3
Vocal Ensemble	1
Physical Education	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJORS IN PHYSICAL EDUCATION AND GENERAL ELEMENTARY EDUCATION

This combination course gives both the Special Credential in Physical Education and the General Elementary Credential.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A-----	3	English 1B-----	3
History 4A-----	3	History 4B-----	3
Science-----	3	Science-----	3
Public Speaking 1A-----	3	Art Structure-----	2
Hygiene-----	2	Sight Singing-----	1
Music Reading—Piano-----	1	Physiology-----	4
Physical Activities-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$
Physical Education-----	$\frac{1}{2}$		

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. History of U. S.-----	3
Science-----	3 or 4	Science-----	3 or 4
Kinesiology-----	3	Minor-----	3
Minor-----	3	First Aid-----	1
Physical Education-----	$\frac{1}{2}$	Coaching B.-----	1
Physical Education-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$
		Physical Education-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Educational Psychology-----	3	Teaching I-----	2
Children's Literature-----	2	Curricular Activities-----	3
Induction to Teaching-----	2	Organ. of Phys. Educ.-----	2
Public School Art-----	2	Public School Music-----	2
Prin. of Phys. Educ.-----	3	Educ. Measurements-----	2
Coaching A-----	1	Health Education-----	2
Minor-----	3	Minor-----	3
Plays and Games A-----	$\frac{1}{2}$	Singing Games and Folk Dances-----	$\frac{1}{2}$

SENIOR YEAR

First Semester

Units

Teaching II—Elem.-----	6
Stud. Teach. Phys. Ed.—	
Elem. -----	2
Growth and Development	2
Corrective Phys. Educ.---	2
Community Recreation---	2
Physical Education -----	$\frac{1}{2}$

Second Semester

Units

Stud. Teach. Phys. Educ.	4
Principles of Education--	3
Rural Education-----	2
History of Education----	2
American Government---	3
Physical Education-----	$\frac{1}{2}$
Physical Education-----	$\frac{1}{2}$

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF
EDUCATION**

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly acceptable teaching experience.
- B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

- 1. School Administration and Supervision.
- 2. Growth and Development of the Child.
- 3. Philosophy of Education.
- 4. Educational Tests and Measurements.
- 5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.
4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
SUPERVISION CREDENTIAL BY THE STATE BOARD OF
EDUCATION**

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a Valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

.Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
English 56A and 56B-----	6
	12

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHILOSOPHY

Year Course-----	6
	6

PHYSICAL EDUCATION

Hygiene-----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Year course in Laboratory Science-----	6
Additional Science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Additional Social Science-----	6
	12

Upper Division

EDUCATION

	Units
Educational Measurements-----	2
Educational Psychology-----	3
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives-----	3
	12

ENGLISH

Shakespeare-----	3
Chaucer-----	3
Additional upper division English-----	18
	24

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

American Government-----	3
	3

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
Economics	Physical Education
Foreign Language	Physical Science
History	Political Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.
Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene-----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A-----	3
Year course in laboratory science-----	6
	12

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION

Educational Measurements-----	2
Educational Psychology-----	3
Growth and Development of the Child-----	2
Principles of Junior High School Education-----	2
Electives-----	3
	12

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

	Units
History of the West 181A-B-----	6
History of Modern European Expansion or English History 153 and 155-----	6
Money and Banking-----	3
Labor Economics-----	3
Social and Economic Aspects of Immigration-----	3
International Trade-----	3
American Government-----	3
	27

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Art	Mathematics
Biological Science	Music
English	Physical Education
Foreign Language	Physical Science
Home Economics	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.
Minimum residence requirement is 24 semester units.

PRE-SECONDARY WORK**LOWER DIVISION COURSES FOR COLLEGES OF LETTERS
AND SCIENCE****Aims and Purposes**

These courses are designed for three groups of students:

(a) Students who plan to obtain later a Bachelor's Degree in the College of Letters and Science in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the courses which will meet the requirements of upper division work in the college where they plan to get their degree.

(b) Students who plan to obtain a degree in a College of Applied Science or in a Professional School and wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of lower division work will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Science

The suggested requirements for lower division work for Colleges of Letters and Science include sixty-four units of college work chosen as follows:

(a) English A. Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. One year's work (6 units) in each of three of the following groups:

- * (1) English, Public Speaking.
- (2) Foreign Language (additional to b).
- (3) Mathematics (additional to c).
- * (4) Economics, History, Political Science.
- (5) Philosophy, Logic.

Recommended Sequence of Lower Division Subjects

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
Science -----	3, 4 or 5	Science -----	3, 4 or 5
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
European History 4A ---	3	European History 4B ---	3
Mathematics 3A -----	3	Mathematics 3B -----	3
Hygiene -----	2	Public Speaking 1A -----	3
Trigonometry -----	2	Intermediate Algebra ---	2
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 56A -----	3	English 56B -----	3
Science -----	3, 4 or 5	Science -----	3, 4 or 5
Economics 1A -----	3	Economics 1B -----	3
Foreign Language -----	3 or 5	Foreign Language -----	3 or 5
Philosophy 5A -----	3	Philosophy 5B -----	3
General Psychology -----	3	Econ. Hist. of U. S. -----	3
Physical Activities -----	$\frac{1}{2}$	Physical Activities -----	$\frac{1}{2}$

Following the sequence recommended above will be of great assistance to students in avoiding conflicts. A program of fifteen and a half or sixteen and a half units should be chosen each semester.

* NOTE.—It is recommended that the student choose two of his year-courses from (1) and (4).

PRE-SECONDARY IN COMMERCE**LOWER DIVISION COURSES FOR COLLEGE OF COMMERCE**

The suggested requirements for lower division work for the College of Commerce include sixty-four units of college work chosen as follows:

- (a) English A.
Physical Education, 2 units.
- (b) Foreign Languages:
This requirement may be satisfied as follows:
 - 1. By passing the Subject B examination in some acceptable foreign language (French, German, Spanish, Portuguese, Italian, Greek, Latin, Swedish, Russian, Chinese, Japanese.)
 - 2. By offering 15 units in one foreign language. Each year of language taken in the high school is to be counted as three units. For the purpose of administering this rule no duplication will be allowed in the high school and junior college.
- (c) English, 6 units.
English 1A-1B or Public Speaking 1A-1B.
- (d) History or Political Science, 6 units.
History 4A-4B, History 8A-8B, or Political Science 1A-1B.
- (e) Geography, 6 units.
Geography 1 and Geography 2.
- (f) Economics, 6 units.
Economics 1A and 1B.
- (g) Natural Science, 9 units.
Courses in Physics and Chemistry taken in high school may be applied toward satisfaction of the science required without, however, reducing the number of units required for the Junior Certificate.
- (h) Mathematics: Elementary Algebra (high school), Geometry (high school), Mathematics 2 (Mathematical Theory of Investment), 3 units. The prerequisite for

Mathematics 2 is Mathematics 1 (Intermediate Algebra) or two years of high school Algebra and Trigonometry.

(i) Electives.

Recommended: Economic History of U. S.
Accounting 14A-14B.

Recommended Sequence

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
French A-B -----	5	5
History 4A-4B -----	3	3
Science -----	3 or 4	3 or 4
Trigonometry (if needed to meet Mathematics require- ment) -----	2	
Intermediate Algebra (if needed to meet Mathematics requirement) -----		2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1-A-1B -----	3	3
French C-D -----	3	3
Science -----		3
Geography 1-2 -----	3	3
Mathematical Theory of Investment -----	3	
Elective -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PRE-SECONDARY IN AGRICULTURE**Recommended Sequences****AGRICULTURAL ECONOMICS****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Botany 2A-2B or Zoology 1A-1B.....	4	4
Philosophy 5A-5B.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Accounting 14A-14B.....	3	3
General Psychology.....		3
Economics 11—Economic History of U. S.....	3	
History 4A-4B.....	3	3
Electives.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PLANT SCIENCE**FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Botany 2A-2B.....	4	4
Electives.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Zoology 1A.....	4	
Geology 1A.....	3	
Botany 7.....		4
Physics 1A-1B.....	3	3
Electives.....	3	6
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

ANIMAL SCIENCE

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Zoology 1A-1B.....	4	4
Electives.....		3
Geology 1A.....	3	
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Botany 2A.....	4	
Physics 1A-1B.....	3	3
Electives.....	6	9
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	15 $\frac{1}{2}$

FORESTRY

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A.....	3	
Public Speaking 1A.....		3
Chemistry 1A-1B.....	5	5
Botany 2A-2B.....	4	4
Mathematics 3A-3B.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B.....	3	3
Physics 1A-1B.....	3	3
Civil Engineering 1A-1B.....	3	3
Geology 1A.....	3	
Geography 1.....	3	
Botany 7.....		4
Electives.....		3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-DENTAL

Recommended Sequence

One-Year Course

FRESHMAN YEAR

	Sem. 1	Sem. 2
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Biology 1A-1B or Zoology 1A-1B.....	3 or 4	3 or 4
*Physics 1A-1B	3	3
or		
Selected Year Course }		
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	<u>15$\frac{1}{2}$</u>	<u>15$\frac{1}{2}$</u>

Two-Year Course

FRESHMAN YEAR

English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
Foreign Language.....	5	5
*Physics 1A-1B	3	3
or		
† Year course }		
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$</u>

SOPHOMORE YEAR

Zoology 1A-1B.....	4	4
Physiology		4
American Government.....	3	"
Year Course (chosen from group (e)).....	3	3
Year Course (chosen from group (e) required if Physics 1A-1B was taken in freshman year).....	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate).....	3	2 or 3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	<u>16$\frac{1}{2}$</u>	<u>16$\frac{1}{2}$ or 17$\frac{1}{2}$</u>

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

* Required if student did not have a year course in Physics in high school.

† Chosen from the Letters and Science list, group (e).

PRE-ENGINEERING**Recommended Sequence****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A-----		
Mathematics 3A-3B-----	3	3
Chemistry 1A-1B-----	5	5
Physics 1A-1B-----	3	3
Civil Engineering 1A-1B-----	3	3
Elective-----	2	2
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-MEDICAL**Recommended Sequence****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B-----	3	3
Chemistry 1A-1B-----	5	5
French A-B-----	5	5
History 4A-4B-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Zoology 1A-1B-----	4	4
French C-D-----	3	3
Year Course from group (e)-----	3	3
Electives-----	6	6
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-NURSING
FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
French A-B.....	5	5
Economics 1A-1B.....	3	3
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

General Psychology.....	3	
Physiology 1.....		4
Philosophy 5A-5B.....	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate).....	9	9
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

PRE-PHARMACY

One-year Course

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A—Examination or Course.....		
Chemistry 1A-1B.....	5	5
Biology 1A.....	3	
Botany 2A-2B.....	4	4
Electives (Foreign Language if less than two years' work taken in high school).....	3	6
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

COURSES OF INSTRUCTION

The semester in which the course is offered is indicated after the course title. Courses taught in the fall semester are marked (I); those taught in the spring are marked (II).

ART

1. ART STRUCTURE (I, II). 2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, mass and color), are used and their possibilities exemplified in a simple way through experiments in design.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A (II). 2 or 3 units

This course is a foundation for industrial art. Weaving on small hand-made looms, block-printing, bookbinding, basket weaving with reed, raffia and pine needles, spray and tie-dyeing are problems of the course.

Two two-hour periods per week.

2B. ELEMENTARY CRAFTS B (I). 2 units

Puppetry and stagecraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. The stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION (II). 3 units

A history of art development from the earliest time to the present. Special study of the esthetic appeal of art through space art, music, and poetry.

Three one-hour periods per week.

5. DESIGN (I) 3 units

Structural principles are used as guides to creative thinking and orderly arrangement. Problems are given in the use of line, mass, and color to express the beauty of movement, balance, and relationship of forms.

Prerequisite: Art Structure.

Three one-hour periods per week.

6. ELEMENTARY FREEHAND DRAWING AND PAINTING (I)

3 units

Observation and representation of still life, landscape, and living forms, using pencil, charcoal and colors as mediums. Prerequisite: Art Structure.

Three two-hour periods per week.

102. APPLIED DESIGN (II).**3 units**

Advanced problems in original designs suitable for industrial uses, such as block print, batik and tie-dyeing, and stencil designs for fabric, leather tooling. Prerequisite: Art Structure. Elementary Design, recommended.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A (I).**3 units**

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B (II)**3 units**

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

106. DESIGN APPRECIATION (I).**3 units**

A historical research of decorative design as used in textile, pottery, and jewelry, etc. A study of motifs, analysis of composition, and methods of printing. Prerequisite: Art Structure.

Three one-hour periods per week.

190. PUBLIC SCHOOL ART (I, II).**2 units**

This course is planned to meet the needs of the prospective teacher. It aims first to discuss ideals and objectives that will lead to the child's development; second, to gain a knowledge of the content essentials necessary to give the child creative pleasure, and some understanding of the place creative art has in our surroundings, in our clothes, home, school, and community. Prerequisite: Art Structure.

Two one-hour periods per week.

COMMERCE

Programs are designed for students preparing to teach business subjects in high schools or colleges and for those interested in training for immediate employment in business.

Plans are being made for part-time work in Eureka and Arcata business houses. The service clubs of these cities will supply speakers for special lectures to be given to vocational students. These lectures will be given by successful business men and will cover the various fields of business.

Practical experience will be provided through the cooperation of business and professional employers. During the school year, commercial students will be given opportunities to try themselves out in actual employment situations under supervision of the Department of Commerce.

5. MACHINE CALCULATION (I, II).**2 units**

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP.**no credit**

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards.

Three one-hour periods per week.

14A. ACCOUNTING (I).**3 units**

An introduction to the study of accounting. The mechanics of book-keeping taught through the balance sheet approach including the general journal, specialized journal, cash receipts, cash disbursements, purchases and sales, posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING (II).**3 units**

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

100. SALESMANSHIP (I).**2 units**

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the preapproach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

130. BUSINESS LAW (II).**3 units**

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills and bailments.

Three one-hour periods per week.

Secretarial Training**1A. SHORTHAND I (I).****4 units**

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II (II).**4 units**

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

1C. SHORTHAND III (I).**4 units**

An intensive dictation course. This course will include dictation and transcripts covering vocabularies of representative businesses, such as banking, law, insurance, retail lumber; advanced dictation on news articles and legal forms.

Five one-hour periods per week.

1D. SHORTHAND IV (II).**4 units**

Speed building drills, speed building letters, sustained dictation, vocabulary, previews, vocabulary, analysis, word studies, vocational dictation, speed-progression tests—in brief, a Systematic Speed Course for Advanced Writers.

Five one-hour periods per week.

2A. TYPING I (I).**2 units**

A skill subject of college grade designed to teach the fundamentals of touch typing in the shortest possible time. Training is also given in the arrangement of typewritten material with special reference to commercial forms, tabulation and billing, specifications, legal forms, and preparation of manuscripts.

Five one-hour periods per week.

2B. TYPEWRITING II (I, II).**2 units**

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial typewriting, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods per week.

2C. TYPING III (I, II).**2 units**

Expert typing drills, tabulating, billing, problems involving the working out of real office jobs under office conditions, including dictaphone practice.

Five one-hour periods per week.

3. FILING (II).**2 units**

The complete science of indexing and filing is taught by the Practice Method, strictly up-to-date filing outfits being used. A thorough groundwork is given in the principles of indexing, after which the student is made familiar with all the methods of correspondence filing such as: the Triple Check Automatic Index, Varidex Alphabetic, Subject, Numeric, and Geographic. Particular attention is given to methods of cross-indexing, coding, and follow-up or tickler systems.

Two one-hour periods per week.

69. SECRETARIAL TRAINING AND OFFICE PRACTICE (I).**3 units**

A thorough study of administrative economics planned to give the student a knowledge of the business executive's most important problems.

A study will be made of the following machines: Dupligraph, Multi-graph, Addressograph, Mimeograph, Mimeoscope, Stenotype, Burroughs, Monroe, and Sunstrand Calculators, Postage Stamp Machines, Dictaphones, and Ediphones.

During the course consideration will be given to such subjects as: The use of the telephone, telegrams, cablegrams, radiograms and wireless services, filing, stencil cutting, and business graphics.

The course will include secretarial practice on the campus and in Arcata business offices under the supervision of the faculty of the Department of Commerce.

Three one-hour periods per week.

EDUCATION AND PSYCHOLOGY**1. GENERAL PSYCHOLOGY (I, II). 3 units**

This course introduces the student to the field of mental life. The physical basis of mind, the nature of mental processes and a study of human behavior, both introspectively and objectively, are the central themes of study. Class work and study is interpreted in terms of personal experience as far as possible.

Three one-hour periods per week.

102. HISTORY OF EDUCATION IN THE UNITED STATES. 2 units

This course presents the historical background and development of public education in America including the essential features of European education in its direct influence on our educational system. Its purpose is to give the student and teacher a practical understanding and appreciation of the progress of education and its vital bearing on the work of the teacher of today.

Two one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (I, II). 3 units

General Psychology is prerequisite to this course. It involves the study of the learning activity of the individual from both the standpoint of the learner and the teacher. It includes the psychological principles involved in the teaching of subject matter as well as in extra-instructional activities, involved under actual teaching conditions and procedures.

Two one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD (I, II). 2 units

This is a careful study and analysis of the psychological as well as the physical growth of the child and includes some aspects of social development. Physical growth factors and trends and the important aspects of mental hygiene are emphasized primarily from the point of view of teaching. The purpose of this course is to give the teacher a practical and reliable understanding and appreciation of child growth and progress in all of its aspects in terms of every day conditions found in the school in its relation to the home life of the pupil.

Two one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS (I, II). 2 units

This is an introductory course which deals with the general nature of tests and their use as well as with the diagnostic and remedial procedures which should follow all testing. The vital relationship between achievement and mental tests and successful follow-up work in teaching is emphasized. The treatment of statistical information is limited to that which is directly usable in classroom instruction.

Two one-hour periods per week.

120. PRINCIPLES OF EDUCATION (I, II).**3 units**

The aim of this course is to acquaint the prospective teacher with the fundamental principles involved in the various phases of educational procedure. Its purpose is to secure an intelligent interpretation and application of these principles to enable the teacher to understand, evaluate, and master the ever changing situations which mark our modern progress in teaching.

Two one-hour periods per week.

131. INDUCTION TO TEACHING (I, II).**2 units**

This course is to deal with such subjects as the elements of a good school, the organization of a school, the characteristics of a good teacher, the opportunities and limitations of the teaching profession, and the ethics of the profession.

Two one-hour periods per week.

133. CURRICULUM ACTIVITIES (I, II).**3 units**

This course is based upon Language Arts. It is divided into three parts, the first part dealing with methods of teaching reading, writing, spelling, and language in the primary grades; the second part emphasizing elementary science; and the third part emphasizing social science as the core of an integrated curriculum.

Three one-hour periods per week.

137. RURAL EDUCATION (I, II).**2 units**

The problem of rural education is presented to the student from the point of view of the problems and opportunities which confront the rural school teacher. The educational, the recreational, the community and leadership aspects are stressed, together with the significance and the magnitude of modern trends in rural education.

Two one-hour periods per week.

**172. PRINCIPLES OF JUNIOR HIGH SCHOOL EDUCATION
(I, II).****2 units**

This course deals with the principles underlying the organization, administration and curriculum of the junior high school. Particular stress is placed on the peculiar problems involved in teaching adolescent children.

Two one-hour periods per week.

191. CHILDREN'S LITERATURE (I, II).**2 units**

A survey and comprehensive study of the various phases of children's literature for grades three to eight inclusive. The purpose of the course is to familiarize students with content and types of stories, and poems suitable for use in different grades and also to develop some personal appreciation of the material.

Two one-hour periods per week.

**192. CURRICULUM AND MATERIALS FOR KINDERGARTEN-
PRIMARY.****3 units**

A study of the curriculum, materials and teaching techniques in the kindergarten-primary grades. Observation of lessons taught for demonstration purposes.

Two one-hour periods per week.

310. TEACHING I (I, II).**2 units**

Teaching I consists of observation, participation, individual and group teaching.

Five one-hour periods per week.

320. TEACHING II (I, II).**8 units**

Students will teach in the College Elementary School or one of the near-by schools. Those students who are working for General Elementary and Junior High credentials will teach in the elementary school and junior high school. This teaching will be under normal schoolroom situations.

Fifteen hours per week for one semester.

Directed teaching is offered in the following fields: Elementary School, Junior High School, Kindergarten-Primary, Art, English, Industrial Arts, Music, Physical Education, Science, and Social Science.

**388. PRINCIPLES AND OBJECTIVES OF SCOUTING AND
OTHER TYPES OF BOYS' WORK (I).****2 units**

The course is conducted in seminar fashion, discussion and the preparation of papers on various subjects. Discussion of the following topics is included: History of boys' work; the basic principles and conceptions of the movement; the organization of such a program in a community; requirements for adult leadership; summer camps, etc. This course will include practice in laboratory field work.

Two one-hour periods per week.

389. CAMP FIRE LEADERS' TRAINING COURSE.**1 unit**

A course designed to interest and provide preliminary instruction in camp fire leadership and other types of girls' work. It will include theory as well as practical technique.

One one-hour period per week.

COURSES FOR ADMINISTRATION AND SUPERVISION CREDENTIALS

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

**Courses Leading to the Administration Credential and to the
Supervision Credential, Class A**

140. School Administration and supervision	2 units
111. Growth and Development of the Child	2 or 3 units
124. Philosophy of Education	2 units
115. Educational Tests and Measurements	2 or 3 units
102. History of Education in the United States	2 units
142. The Work of an Elementary School Principal	2 units
141. Supervision of Instruction (problems of supervision)	2 units
137. Rural Education	2 units
139. The Elementary School Curriculum	2 units

ENGLISH**ENGLISH A (I, II).**

This course gives drill in the mechanics of compositions. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION (I, II).**3 units**

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION (I, II).**3 units**

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

30. RECREATIONAL READING 1A (I).**1 unit**

The purpose of this course is to introduce the student pleasantly to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half nonfiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE (I).**3 units**

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE (II).**3 units**

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

60. NEWS WRITING (I, II).**3 units**

This course is for students wishing the special training necessary to write for newspapers. Students are shown what constitutes constructive news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements.

Three one-hour periods per week.

114A. SURVEY OF ENGLISH DRAMA TO 1642. 3 units

This course gives an outline of the English drama from its beginning to 1642, the closing of the theaters. Representative plays of each period are read; the development of the theater is studied; and the historical development of the drama as a literary form is traced. Prerequisite: English 56A and 56B.

Three one-hour periods per week. (Offered in alternate summer sessions.)

117. SHAKESPEARE. 3 units

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

125C. THE ENGLISH NOVEL TO 1832. 3 units

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

151. CHAUCER. 3 units

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

106. VERSE FORMS. 3 units

A study of versification with some introduction to the principles of criticism.

Three one-hour periods per week. (Offered in alternate summer sessions.)

156. ENGLISH LITERATURE FROM 1557 TO 1660. 3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan periods will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 to 1780. 3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 to 1832. 3 units

Prose and poetry of the Romantic period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

159. ENGLISH LITERATURE FROM 1832 to 1900. 3 units

Prose and poetry of the Victorian period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

Division of Speech and Drama**1A. PUBLIC SPEAKING 1A (I, II).****3 units**

A basic course in thought processes, in quickening of imagination and feeling in the oral communication of thought and feeling to others. The course embodies the subject of public speaking; the types including exposition, narration, and extemporaneous talks.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B.**3 units**

A continuation of Public Speaking 1A with some practice in extemporaneous speaking on subjects of the student's choice, with attention to speech outlines. A study of models of speech composition and the preparation of original speeches with special attention to the style of spoken discourse. Part time is given to informal debate. Prerequisite: Public Speaking 1A.

Three one-hour periods per week.

2A-2B. FUNDAMENTALS OF EXPRESSION AND INTERPRETATION (I, II).**3-3 units**

This basic course in voice training and in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression.

Three one-hour periods per week each semester.

10. THEORY AND TECHNIQUE OF ACTING.**3 units**

This course embraces all the basic principles of Dramatic Art. Bodily, facial, and vocal expression are developed in impersonation, special emphasis being placed upon abandon of the character in the role portrayed. Definiteness in stage business is developed. Balance, color harmony, and stage design are studied for appreciation. The course is designed to meet the needs of students producing plays in the junior and senior high schools. Direction of short plays by the student is carried on under the supervision of the instructor. Prerequisite: Speech 2A.

Three one-hour periods per week. (Not given 1933-34.)

25. DRAMATIC WORKSHOP H (I, II).**2 units**

A laboratory course in play production which is open to students only by permission of instructor. Instruction is offered in play directing and producing, technical practice of the stage with particular attention to the design and construction of stage scenery, properties, costume, lighting, and miscellaneous phases of stage-craft. For advanced students upper division credit will be given.

111A. LITERARY INTERPRETATION.**3 units**

The study of typical literary forms such as the lyric, the essay, the dramatic monologue, the short story, and the one-act play. (Not given 1933-34.)

Three one-hour periods per week.

155A. PLAY PRODUCTION (I).**3 units**

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the

fundamentals of dramatic art as given in *Dramatic Technique*, this advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Puppetry and shadow shows are studied. Choice of material for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. Prerequisite: *Dramatic Technique*.

Three one-hour periods per week.

155B. PLAY PRODUCTION (II).

3 units

A course in drama, covering a wide range of plays of representative dramatists. Practice in writing plays; lectures on problems involved in play production.

Three one-hour periods per week.

160. CHILDREN'S THEATER.

3 units

Instruction concerning the selection of plays for elementary, intermediate, and junior high school children. A combination lecture and laboratory course including the directing of children's plays, making of scenery, small stage-sets, and costumes. Children in the training school are often used as actors and are directed by the college students. The course involves all the technic from choosing the play to presenting it before an audience. Prerequisite: *Dramatic Technique*. (Not given 1933-34.)

Three one-hour periods per week.

FRENCH**FRENCH A (I, II).****5 units**

Elementary French. Pronunciation, fundamentals of grammar, common idioms, reading of simple texts dealing with the geography and history of France.

Five one-hour periods per week.

NOTE.—This course is open to the following:

1. Students who enter with clear admission (12 recommended units), who have completed two years of another language with a grade of A, B, or C.

2. All students who have completed two years of another language with a grade of A or B.

3. Students not included in the above groups, who pass a prognostic examination offered at the beginning of the fall semester.

4. Students who present for admission one unit of high school French. Such students will receive five units of college credit for the course, but only three of these units may be counted on the fifteen-unit requirement for the junior college certificate.

Other students must substitute for this course French AX and French AY. Upon the completion of these courses, they will receive credit for French A, 5 units.

FRENCH AX (I).**2½ units**

Offered fall semester.

Four one-hour periods per week.

FRENCH AY (II).**2½ units**

Offered spring semester.

Four one-hour periods per week.

FRENCH B (I, II).**5 units**

Elementary French. A continuation of French A. Grammar, with emphasis upon pronouns, irregular verbs and the subjunctive mode; idioms, compositions and conversation. Reading of one collection of short stories, one play, and one book descriptive of French civilization. Prerequisite: French AX and French AY, or French A, or two years of high school French.

Five one-hour periods per week.

FRENCH C (I, II).**3 units**

Intermediate French. A review of phonetics and grammar. Composition, conversation, reading and discussion of modern texts. Outside reading with reports. Prerequisite: French B or three years of high school French.

Three one-hour periods per week.

FRENCH D (I, II).**3 units**

Intermediate French. An introduction to French literature. A brief survey of the development of French literature and reading of texts illustrative of the classic, romantic, and realistic periods. Outside reading with reports. Prerequisite: French C or equivalent.

Three one-hour periods per week.

HOME ECONOMICS**1. ELEMENTARY FOOD STUDY 1A-1B. 3-3 units**

A study of the principles underlying the selection and preparation of foods. Laboratory work given to develop skill and technique through experiments relating to foods with practical application to recipes.

One lecture, two two-hour laboratory periods per week.

2. PRINCIPLES OF CLOTHING 1A-1B (I, II). 3-3 units

A study of the underlying principles of hand and machine sewing developed in the construction of various types of garments and materials. A study of textiles and the use of the commercial pattern are included.

One lecture, two two-hour laboratory periods per week.

7. ELEMENTARY NUTRITION AND DIETETICS. 2 units

This is a practical course intended to present the principles involved in the choice of an adequate diet. Discussion of the recent scientific evidence which points to the need of a more thorough and consistent application of dietary principles every day. Planning of dietaries for individuals and groups.

Two one-hour periods per week.

114. ADVANCED CLOTHING. 2 units

Design and construction of cotton, silk, and wool garments. Emphasis on color, decoration, and technique.

One lecture, two two-hour laboratory periods per week.

132. HOUSE DECORATION AND FURNISHING (I). 3 units

A study of the principles of art as applied to house furnishing problems. A study which aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, comfort.

One lecture, two two-hour laboratory periods per week.

190. CONTENT AND PROCEDURE IN HOME MAKING FOR ELEMENTARY SCHOOLS (II). 3 units

The objectives and organization of home making courses for elementary and junior high schools including methods of presentation, development of food study, clothing problems and hot lunch, especially for the rural school.

Three one-hour periods per week.

INDUSTRIAL EDUCATION**1A. WOODWORKING A (I).****3 units**

A study of the fundamentals of woodworking as applied to the upper grades. The construction of basic objects for those grades. Care and sharpening tools.

Three three-hour periods per week.

1B. WOODWORKING B (II).**3 units**

An advanced study of the upper grade problem. Construction of advanced object. Planning of course of study, equipment, and supplies.

Three three-hour periods per week.

5. POTTERY (I, II).**2 units**

A basic course in an age old industry. Designing, casting, throwing, modeling, glazing, and firing.

Two three-hour periods per week.

7. MECHANICAL DRAWING (I, II).**2 units**

A fundamental course in mechanical drawing covering orthographic, isometric and cabinet projections, intersection of solids, screws and threads, gears, cams, blue-prints, etc.

Two three-hour periods per week.

102. METAL CRAFTS (II).**3 units**

An independent research course in the application and uses of various metals. Grinding of stones, hammering of copper, casting with pewter and silver, silver plating, enameling, and soldering.

Three three-hour periods per week.

105. ADVANCED POTTERY (I, II).**2 units**

A serious study of the problems involved in pottery construction as applied to teaching and to commerce. Designing of different pieces, decorating of pottery, packing and firing of the kiln. A study of glazes and high temperature ware.

Two three-hour periods per week.

120. CARPENTRY (II).

3 units

The fundamental elements in carpentry and house building with estimates and construction of models to illustrate the points.

Three three-hour periods per week.

123. WOOD PATTERNMAKING AND THEORY OF FOUNDRY PRACTICE (I).

3 units

The construction of simple wood patterns, and the molding of these in sand followed by casting in the softer metals.

Three three-hour periods per week.

190. SPECIAL METHODS IN MANUAL TRAINING.

2 units

This course is offered only occasionally and is planned for students who are particularly interested in specializing in shopwork. The work is based on courses given by Charles R. Allen and C. A. Prosser, and makes a thorough study of the problems of Industrial Education.

Two two-hour periods per week.

191. INDUSTRIAL EDUCATION FOR WOMEN (I, II).

2 units

A study of handwork especially adapted for the grades and rural schools. The utilization of native materials without cost to the school. Weaving, modeling, whittling, coping, saw work, games and toys are studied.

Two three-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY (I).****2 units**

A study of elementary trigonometry. Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

1. INTERMEDIATE ALGEBRA (II).**2 units**

Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two one-hour periods per week.

2. MATHEMATICAL THEORY OF INVESTMENT (I).**3 units**

This course treats of the theories of interest and annuities applied to amortization, valuation, investments, and insurance. Prerequisite: Plane trigonometry and two years of high school algebra; or one and one-half years high school algebra and intermediate algebra.

Three one-hour periods per week.

3A. COORDINATE GEOMETRY (I).**3 units**

A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS (II).**3 units**

A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three one-hour periods per week.

MUSIC**1A. INTRODUCTORY MUSIC READING—PIANO (I, II). 1 unit**

Study of the fundamentals of music and practice in reading music at the piano. The class will be divided into sections according to the ability of the students in piano. Introductory work will be given to those who do not already play.

Three one-hour periods per week.

1B. INTRODUCTORY SIGHT SINGING (I, II). 1 unit

Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music.

Two one-hour periods per week.

2A. DICTATION (I). 2 units

Writing melodies and intervals from dictation. Study of fundamentals of music. Prerequisite: Music 1A.

Two one-hour periods per week.

2B. ADVANCED DICTATION (II). 2 units

Writing melodies from dictation. Study of fundamentals of music. Aural recognition of chords. Prerequisite: Elementary Dictation.

Two one-hour periods per week.

3A. MUSIC HISTORY AND APPRECIATION 1A (I). 3 units

History of musical development from primitive times to the nineteenth century.

Three one-hour periods per week.

3B. MUSIC HISTORY AND APPRECIATION 1B (II). 3 units

History of musical development through Romantic and Modern Eras. History of American music.

Three one-hour periods per week.

4A. ELEMENTARY HARMONY (I). 3 units

Study of scale structure, intervals, primary chords and inversions, and writing of four part harmony. Harmonization of given and original melodies. One hour class of keyboard harmony required per week.

Three one-hour periods per week.

4B. INTERMEDIATE HARMONY (II). 3 units

Study of seventh chords and inversions, secondary triads, harmonic analysis, modulation and altered chords. One hour class of keyboard harmony required per week.

Three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE (I, II). 1 unit

Part songs for women's voices. This course affords opportunity for the study of three-and four-part choral compositions, voice development, interpretation, building repertoire and public appearance as a group. Try-outs are held by the director for applicants.

This course may be offered toward satisfying the requirement in vocal ensemble.

Two one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE (I, II). 1 unit

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

This course may be offered toward satisfying the requirement in vocal ensemble.

Two one-hour periods per week.

7A, B, C. A CAPPELLA CHOIR (I, II). 1 unit

The a cappella choir members are chosen by the director from the best voices in the men's and women's glee clubs. The choir presents several concerts before the public each year. In 1933 this organization made a concert tour appearing in Berkeley, San Jose, Santa Rosa, and Ukiah, and it is expected that this will become an annual custom.

One two-hour period per week.

10A, B, C. ORCHESTRA (I, II). 1 unit

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

One two-hour period per week.

16. VOCAL ENSEMBLE (I, II). 1 unit

Practice in reading part-song material. Open to advanced students or those showing greatest proficiency in Sight Singing 1B. Texts: Junior Music, Laurel S. A. B., and Octavo.

Two one-hour periods per week.

20. ADVANCED SIGHT SINGING (II). 3 units

Study of the aural and visual elements of music; terminology; key structure, etc. Practice in reading melodies and part songs at sight.

Three one-hour periods per week.

33. VOICE. 1 unit

A beginning course in Voice. It includes exercises to secure correct breathing, resonance, and enunciation. Application of all principles is made through simple songs.

Three one-hour periods per week.

51. BEGINNING STRING INSTRUMENTS (I). 2 units

A course to give students some practical knowledge of the orchestral string choir, violin, viola, cello, bass, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

52. BEGINNING BRASS INSTRUMENTS (I). 2 units

A course to give students some practical knowledge of the brass choir, trumpet, horn, trombone, tuba, as well as enough technic to enable them to help with other beginning classes.

Two one-hour periods per week.

53. BEGINNING WOODWIND INSTRUMENTS (II). 2 units

Course to give students some practical knowledge of the woodwind choir, flute, clarinet, oboe, bassoon, as well as enough technic to enable them to help with other beginning classes. Saxophone will be taught in this class because of the important part it is taking in public school music.

Two one-hour periods per week.

105. FORM AND ANALYSIS (I). 2 units

A practical and analytical course in formal structure of music. Song form and its formation elements.

Two one-hour periods per week.

109. CONDUCTING (II). 2 units

Interpretation and baton technique as applied to choral and instrumental ensembles.

Two one-hour periods per week.

113. COMPOSITION (I). 2 units

Harmonization of given and original melodies with special emphasis on the development of musical form.

Two one-hour periods per week.

150. ORCHESTRATION (II). 2 units

Arranging music for string, brass, and woodwind choirs leading to arranging the full orchestral score. The study of possibilities and limitations of instruments. Prerequisite: At least one year of harmony and a knowledge of piano.

Two one-hour periods per week.

190. PUBLIC SCHOOL MUSIC (I, II). 2 units

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two one-hour periods per week.

192. MUSIC APPRECIATION METHODS (I). 3 units

Organization materials and procedure for teaching music appreciation in the elementary schools.

Three one-hour periods per week.

193. CREATIVE MUSIC. 2 units

An approach to Music Education in all its phases based upon the interests and creative powers of the child. Music understanding, music reading, pleasurable participation, creative expression and appreciation as a natural result of child experience rather than an accumulation of

factual knowledge. Music as a part of the activity and social science programs and its integration with large units of work.

Two one-hour periods per week.

195. RURAL SCHOOL MUSIC.

2 units

A course in public school music adapted to the needs and limitations of the rural school situation. The study will be based largely upon the newly adopted one-book course "Adventures in Music" and the set of phonograph records that goes with it.

PHILOSOPHY

5A. INTRODUCTION TO PHILOSOPHY 1A (I).

3 units

A consideration of the nature and meaning of Philosophy as applied to the problems of formal and inductive logic, scientific explanation, and the formal fallacies. It appeals to those who appreciate logical proof in argument, or in critical analysis.

Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY 1B (II).

3 units

Special consideration of the basic problems of Philosophy such as the meaning and nature of causality. The philosophy of cosmology, ontology, and epistemology as applied to man's interpretation of the Universe is considered in a general way.

Three one-hour periods per week.

PHYSICAL EDUCATION

The Physical Education Department serves three needs:

- (1) To provide a varied program of wholesome, recreational physical activities.
- (2) To prepare the general elementary teacher to handle intelligently the physical education program in the elementary schools.
- (3) To prepare special teachers in physical education for elementary, junior high, and senior high schools.

Every student is required to take Hygiene, and every student carrying 12 or more units of work is required to take Physical Education unless excused by the Director of Health Service and Physical Education. This activity requirement is administered on the basis of two one-hour periods per week.

Freshmen men are required to take P.E. 50A, and freshmen women P.E. 52A. Every candidate for a teaching credential is required to take P.E. 190A; P.E. 190B; and P.E. 199 during the junior or senior year. During other semesters, students may select any activity course offered. Placement in a beginning or advanced section depends upon ability and previous training.

Courses for Men

2. HYGIENE (I, II).

2 units

An informational course in personal hygiene developed through reading, discussion, lectures and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned.

Two one-hour periods per week.

50A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II).

$\frac{1}{2}$ unit

This course will include primarily a games program together with some activities of a self-testing nature.

50B-D. PHYSICAL ACTIVITIES (I, II).

62A-H. ATHLETICS (I, II).

$\frac{1}{2}$ or 1 unit

(1 unit per semester for first year.)

Football and basketball (fall semester).

Basketball, baseball, track and field (spring semester).

65. TUMBLING AND PYRAMID BUILDING (I).

$\frac{1}{2}$ unit

Limbering and stretching exercises followed by a progressive series of elementary acrobatic stunts involving individual and group participation.

68. HANDBALL (one wall) (I, II).

$\frac{1}{2}$ unit

192. METHODS IN COACHING (I).

1 unit

The theory of coaching football and basketball. A study of the various systems of individual and team offense and defense. Two days a week devoted to theory and one day to practice in coaching and officiating.

Three one-hour periods per week.

192B. METHODS IN COACHING (II). 1 unit

Baseball, track and field. Theory and practice in batting, bunting, pitching, and infield and outfield play, and methods of coaching sprinting, distance running, and field events.

Three one-hour periods per week.

Courses for Women**2. HYGIENE (I, II). 2 units**

An informational course in personal hygiene developed through reading, discussion, lectures and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned.

Two one-hour periods per week.

52A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II). $\frac{1}{2}$ unit

A course to give the entering student an opportunity to participate in activities which demand and develop fundamental skills such as running, throwing, catching, and relaxing, in at least one team game, and in activities which help correct the more prevalent deviations from normal body functions or normal body mechanics.

61A-B. NATURAL DANCING (I, II). $\frac{1}{2}$ unit**63A. FIELD HOCKEY AND VOLLEYBALL (I). $\frac{1}{2}$ unit****63B. BASKETBALL, BASEBALL AND SPEEDBALL (II). $\frac{1}{2}$ unit****65. TUMBLING, PYRAMID BUILDING AND STUNTS (II). $\frac{1}{2}$ unit****193A. METHODS IN COACHING (I). 1 unit**

Field hockey, soccer, speedball, volleyball, handball.

193B. METHODS IN COACHING (II). 1 unit

Basketball, baseball, tennis, track and field.

Courses for Men and Women**60A-B CLOG AND TAP DANCING (I, II)----- $\frac{1}{2}$ unit****64A-C TENNIS (I, II)----- $\frac{1}{2}$ unit****66A-C ARCHERY (I, II)----- $\frac{1}{2}$ unit****69 HIKING AND INDIVIDUAL SPORTS (I)----- $\frac{1}{2}$ unit****100 FREE PLAY ARCHERY, FREE PLAY TENNIS or
FREE PLAY GOLF (I, II)----- $\frac{1}{2}$ unit**

Open to senior students who have had previous instruction in the activity and who are approved by the staff.

54A-D. RESTRICTED ACTIVITIES (I, II).

 $\frac{1}{2}$ unit

Limited individual exercise for students who are excused from the regular activity courses. The nature of the work offered will be governed in each case by the recommendation of the College Physician.

Two one-hour periods per week.

91. METHODS IN FIRST AID (II).

1 unit

A study of first aid practices in the treatment of accidents and injuries. Prerequisite: Sophomore standing.

• Two one-hour periods per week.

190A. METHODS IN PLAYS AND GAMES (I, II).

 $\frac{1}{2}$ unit

Participation in and conduct of hunting games, relay races, athletic games, individual athletic events, and stunts suitable for elementary and junior high school children.

Two one-hour periods per week.

190B. METHODS IN SINGING GAMES AND FOLK
DANCES (I, II). $\frac{1}{2}$ unit

Participation in and conduct of singing games and folk dances suitable for children of the elementary school.

Two one-hour periods per week.

151. KINESIOLOGY (I).

3 units

The study of anatomy with special emphasis on the anatomy of muscles, bones, joints, and the nervous systems with a view to understand the nature of movement in exercises and sports.

Three one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION (I).

3 units

The purpose of this course is to formulate aims and objectives in physical education, and to weigh present problems in the field through an evaluation of the history of physical education.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION (I).

2 units

The examination of the principles and administration of all the agencies engaged in the promotion of Community recreation. Included in this study will be all organizations or agencies dealing with the preschool child, the school age child, and the postschool group.

Two one-hour periods per week.

195. METHODS IN HEALTH EDUCATION (II).

2 units

A study of the principles underlying Health Education as a school program rather than as a teaching subject. Stress is layed on the organization and administration of the health service program as well as on methods in health teaching.

Two one-hour periods per week.

196. METHODS IN CORRECTIVE PHYSICAL EDUCATION (I).

2 units

A study of the principles underlying good body mechanics; of the causes, correction, and prevention of postural defects; of the place of Corrective Physical Education in the school program, equipment and facilities, and corrective procedure; and of the fundamentals and practice of massage. Much of the work is practical. Prerequisite: Kinesiology.

Two one-hour periods per week.

199. ORGANIZATION OF PHYSICAL EDUCATION (I, II).

2 units

The planning of the physical education program for the elementary school, the leadership of children in their play activities, their classification for play purposes, and the planning of play space and equipment. Practical work in organizing and conducting physical activities is required.

Two one-hour periods per week.

SCIENCE, BIOLOGICAL AND PHYSICAL**Requirements for Minor in Biological Science**

A minimum of 18 units of science credits required, of which six credits must be upper division. The lower division credits must include one from each of the following groups, A and B:

- A. 1. General Biology 1A and General Biology 1B and one semester of Zoology 1B or Botany 2B
or
2. Zoology 1A and Zoology 1B
or
3. Botany 2A and Botany 2B.
- B. 1. Chemistry 1A
or
2. Physics 1A and Physics 1B
or
3. Physics 10 and Geology 1A.

It is recommended that basic courses in Chemistry, Physics, and Geology be included in minor. Six credits in upper division must be elected in one field; i.e., either Zoology or Botany.

Biology**1A. GENERAL BIOLOGY (I). 3 units**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food growth; waste, elimination and death of organism.

Two one-hour and one two-hour periods per week.

1B. GENERAL BIOLOGY (II). 3 units

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Two one-hour and one two-hour periods per week.

10. FIELD BIOLOGY (I, II). 1, 2, 3 units

A study of mammals and birds in the field, their distribution, capture, and preparation into study skins. The course will include demonstrations and field trips.

One one-hour lecture and laboratory periods.

Botany

NOTE.—Arcata is an excellent location for all kinds of botanical study. Ocean reefs are located within four miles, a heavy coniferous forest

adjoins the campus on the east and within forty miles horizontal travel one may reach all altitude ranges from sea level to five thousand feet.

The facilities of the department include well equipped laboratories, an herbarium of local flora and a greenhouse.

2A. GENERAL BOTANY (I).

4 units

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour lecture and two three-hour laboratory periods per week.

2B. GENERAL BOTANY (II).

4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour lecture and two three-hour laboratory periods per week.

4. CLASSIFICATION OF FLOWERING PLANTS (II).

2 units

Lectures on the principles of classification; laboratory exercises on plant structure; practice in determinations by means of a manual. No prerequisite.

One one-hour lecture and one three-hour laboratory periods per week.

7. EXPERIMENTAL PLANT PHYSIOLOGY (I).

4 units

Study of fundamental life processes of plants, such as absorption, conduction, photosynthesis, and respiration. Prerequisite: Botany 2A-B and Chemistry 1A.

Two one-hour lecture and two three-hour laboratory periods per week.

10. FLORICULTURE (II).

3 units

The propagation and culture of the more common annuals and bulbous plants grown in California gardens, the preparation of soils and planting of flower beds, application of simple principles of design to home grounds, the use of fertilizers, preparation and application of spraying materials.

Two one-hour lecture and one three-hour laboratory periods per week.

104A. FOREST BOTANY (I).

3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms. Prerequisite: Botany 2A-2B.

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS (II).

3 units

A study of representative orders of flowering plants; their habits and growth, structure, classification and geographical distribution. Prerequisite: Botany 2A-2B.

Two three-hour laboratory periods and three hours field work per week.

Chemistry

1A. GENERAL INORGANIC CHEMISTRY (I).

5 units

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Three one-hour lecture and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued) (II).

5 units

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Three one-hour lecture and two three-hour laboratory periods per week.

Geology**1A. GENERAL GEOLOGY (I, II).**

3 units

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

1B. HISTORICAL GEOLOGY.

3 units

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three one-hour periods per week. A few field trips and some laboratory work by arrangement.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS (I).

3 units

Prerequisite: High school trigonometry; high school chemistry or physics recommended.

Two one-hour lecture and one three-hour laboratory period per week.

1B. HEAT AND THE PROPERTIES OF MATTER (II).

3 units

Prerequisite: High school chemistry, high school physics, or Physics 1A.

Two one-hour lecture and one three-hour laboratory period per week.

10. THE MODERN VIEW OF THE PHYSICAL WORLD (I, II).

3 units

The development of human thought and experimental observation which have led to the modern view of the physical world.

Three one-hour periods per week.

Physiology**1. INTRODUCTORY PHYSIOLOGY (II).**

4 units

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Two one-hour lecture and two three-hour laboratory periods per week.

Zoology**1A. GENERAL ZOOLOGY (I).****4 units**

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY (II).

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

113. GENERAL VERTEBRATE ZOOLOGY (I).**4 units**

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics. Prerequisite: Zoology 1A-1B.

Two one-hour lectures, and two three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION.**3 units**

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution. Prerequisite: Zoology 1A-1B.

Three one-hour periods per week.

120. ORNITHOLOGY (II).**3 units**

A study of the recognition of the birds in the field and laboratory, their songs, nesting, and distribution. Prerequisite: Biology 1A-1B or Zoology 1A-1B.

Two lectures and one laboratory period per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS (I, II). 3 units**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS (II). 3 units

This course is a continuation of course 1A, placing emphasis upon the study of the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system. Prerequisite: Economics 1A.

Three one-hour periods per week.

11. ECONOMIC HISTORY OF THE UNITED STATES (I, II). 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Textbook used: Faulkner, H. U., *American Economic History*, with supplementary readings from other authors. Prerequisite: Economics 1A.

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING (II) 3 units

A general study of the part that money, in its various roles, plays in our present economic system, followed by a study of the structure and functions of the most important financial institutions; i.e., the corporation, investment banking firms, the stock exchange, trust companies, savings banks, commercial banks, commercial paper houses and discount companies, the Federal Reserve System, agricultural banks, building and loan associations and banking reconstruction. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

150. LABOR ECONOMICS (I).**3 units**

A survey of the main forces and factors which give rise to modern labor conditions and problems which must be taken into consideration in the attempted solution of specific labor problems, such as wages, hours of work and conditions of work, together with a discussion of social programs, organized labor and labor legislation. Emphasis given on such policies as are conducive to harmony in industrial relations. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

**189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION
(II).****3 units**

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE (I).**3 units**

Theory of international trade, balance of trade and payments, foreign exchanges and the financing of foreign trade, international debts, government control and direction of international trade, etc. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

Geography**1. ELEMENTS OF GEOGRAPHY (I).****3 units**

Treating of earth, air, and water as affecting life and human affairs; emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, etc., and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY (I, II).**3 units**

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, etc., and such other subjects as treated in "*Principles of Human Geography*" by Huntington and Cushing supplemented by material found in such books as "*Industrial and Commercial Geography*" by J. Russel Smith.

Three one-hour periods per week.

History

4A. EUROPEAN HISTORY (I, II).

3 units

The course deals with the history of Europe from about 1500 to the Congress of Vienna, and aims to familiarize the student with the political, economic, and social influences at work during this period. It includes a survey of the Reformation, the Industrial Revolution, and the French Revolution.

Three one-hour periods per week.

4B. EUROPEAN HISTORY (I, II).

3 units

This course covers the period from the Congress of Vienna, 1815, to the present time, affording a survey of the growth of democracy and nationalism, the causes of the World War and the influences of the World War on recent historical development.

Three one-hour periods per week.

153. ENGLAND UNDER THE TUDORS AND STUARTS,
1485-1689 (I).

3 units

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan Revolution, the Civil War, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750 (II).

3 units

An account of the older overseas empire and its breakup; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and the Pacific. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION
(I, II).

3-3 units

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative ideals in the control of backward peoples. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

181A-181B. THE HISTORY OF THE WEST (I, II).

3-3 units

Territorial growth of the United States; the diplomacy and politics of expansion, the settlement and development of the West, and the influence of expansion upon American institutions and upon international affairs at each stage of advance. The emphasis will be upon the trans-Mississippi West. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

Political Science**1A. COMPARATIVE GOVERNMENT.****3 units**

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy. Not offered 1933-1934.

Three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.**3 units**

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States. Not offered 1933-1934.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT (I, II).**3 units**

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the Constitution; development by legal interpretation and political practice; the Constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States Constitution established by the Legislature of California.

Three one-hour periods per week.

SURVEYING**1A-1B. PLANE SURVEYING (Yr.).****3-3 units**

Principles, field practice, calculations, and mapping. Prerequisite: Plane trigonometry and geometrical drawing.

Two two-hour lectures and one three-hour laboratory per week.

INDEX

Administration.....	5	Honor Points.....	19
Administration Credential.....	50	Industrial Education.....	82
Admission.....	12	Institute Service.....	37
Advanced Standing.....	14	Junior H. S. Credential.....	42
Alumni Association.....	37	Kindergarten-Primary Club.....	35
Aptitude Test.....	16	Letters and Science.....	58
Art.....	67	Library.....	28
Assemblies and Entertainments.....	35	Living Arrangements.....	23
Associated Men Students.....	34	Loan Fund.....	26
Associated Students.....	30	Location.....	27
Athletics.....	31	Lower Division Courses—	
Biology.....	93	Letters and Science.....	58
Board of Control of Student		Commerce.....	60
Body.....	31	Agriculture.....	62
Bookstore.....	26	Forestry.....	63
Botany.....	93	Pre-Dental.....	64
Calendar.....	4	Pre-Engineering.....	65
Campus.....	28	Pre-Medical.....	65
Campus Life.....	27	Pre-Nursing.....	66
Chemistry.....	94	Pre-Pharmacy.....	66
Chi Sigma Epsilon.....	35	Marking System.....	19
Chi Sigma Epsilon Medal.....	36	Mathematics.....	84
Civic Club.....	34	Matriculation in Other	
Class Attendance.....	21	Institutions.....	14
Classification of Students.....	18	Music.....	85
College Elementary School.....	29	Musical Organizations.....	32
Commerce.....	69	Normal Program.....	17
Counseling Agencies.....	33	Official Directory.....	5
Courses of Instruction.....	67	Orientation.....	17
Course Numbers.....	18	Philosophy.....	88
Degree Courses—		Physical Education.....	89
General Elem. Credential.....	38	Physical Education Credential.....	48
General Junior H. S.		Physical Examination.....	16
Credential.....	42	Physiology.....	95
Public School Music.....	46	Physics.....	95
Physical Education.....	48	Pi Alpha Pi.....	35
English.....	54	Placement Service.....	36
Social Science.....	56	Political Science.....	100
Disqualification.....	21	President's Cup.....	35
Dramatic Fraternity.....	33	Probation.....	21
(Alpha Psi Omega)		Pro Musica.....	32
Dramatic Workshop.....	32	Recreation.....	29
Economics.....	97	Registration.....	15
Education and Psychology.....	72	Reports.....	19
Elementary Credential.....	38	Rousers.....	36
English.....	76	Scholarship Index.....	18
English A Examination.....	16	Scholarship Regulations.....	19
Executive Committee of Student		Science, Biological and Physical	93
Body.....	31	Self Help.....	26
Expenses.....	23	Semester Unit.....	17
Extension Service.....	36	Social Life.....	33
Extra-Curricular Activities.....	22	Social Science.....	97
Faculty.....	7	Speakers' Bureau.....	37
Fees.....	24	Speech and Drama.....	78
French.....	80	Student Honors.....	35
Fundamentals.....	23	Student Programs.....	17
General Information.....	12	Student Teaching Requirements.....	20
General Regulations.....	15	Supervision Credential.....	52
Geography.....	98	Surveying.....	100
Geology.....	95	Withdrawal from College.....	20
Graduation Requirement.....	19	Withdrawal from Courses.....	20
Health Service.....	16	Women's Athletic Association.....	31
History.....	99	Y. M. C. A.....	34
Historical.....	27	Zoology.....	96
Home Economics.....	81		

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UNIVERSITY OF ILLINOIS

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HUMBOLDT STATE TEACHERS COLLEGE

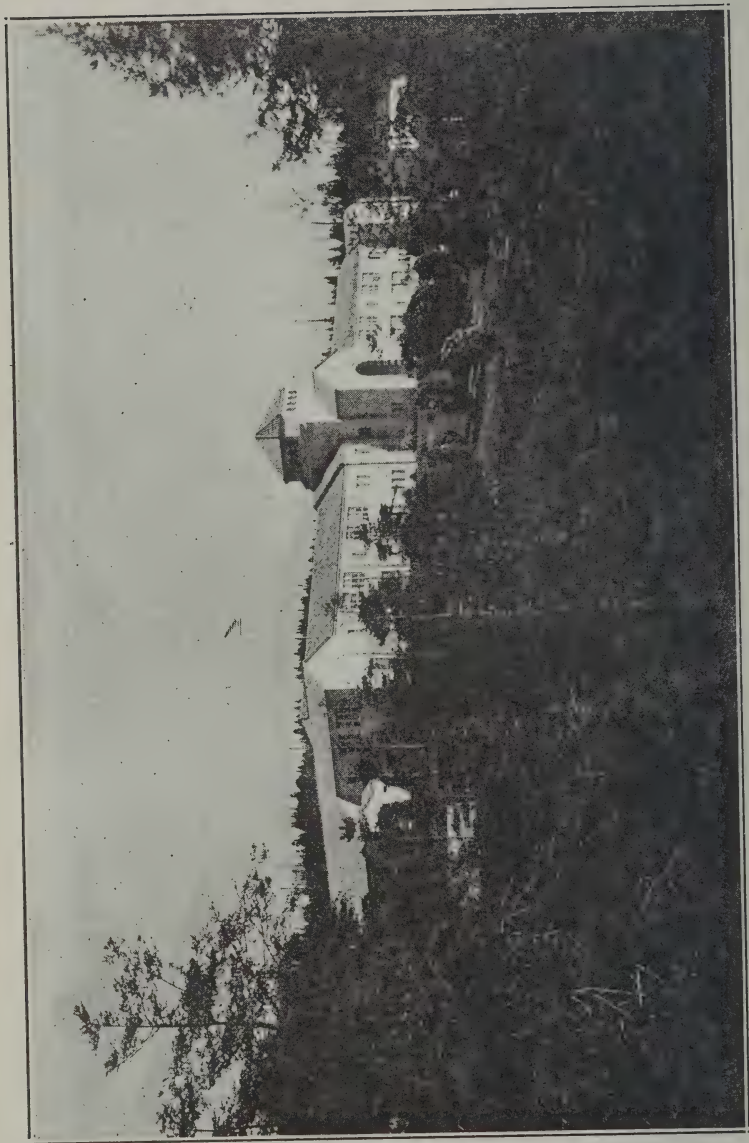
CIRCULAR OF INFORMATION

COLLEGE YEAR 1934-1935



ARCATA, CALIFORNIA
JULY, 1934

CALIFORNIA STATE PRINTING OFFICE
HARRY HAMMOND, STATE PRINTER
SACRAMENTO, 1934



WEST FACADE OF COLLEGE.

HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1934-1935

A State College for the Training of Teachers for the Public Schools
and for General College Work in the Lower Division

Entered as second-class matter, April 4, 1916, at the post office at Arcata, California,
under the act of August 24, 1912



INTRODUCTORY

CALENDAR, 1934-1935

Fall Semester 1934

Tuesday, September 4----Examination in English A, 9 a.m. to 11 a.m.
College Aptitude Test, 11 a.m. to 12 m.
French Proficiency Test, 1 p.m. to 3 p.m.
Freshman Registration, 1 p.m. to 5 p.m.

Wednesday, September 5-----General Registration

Thursday, September 6-----Instruction begins

Thursday, November 29, to Sunday, December 2----Thanksgiving recess

Saturday, December 22, to Sunday, January 6-----Christmas holidays

Monday, Tuesday, Wednesday, Thursday, January 14-17-----
-----Semester examinations

Spring Semester 1934

Saturday, January 19----Examination in English A, 9 a.m. to 11 a.m.
College Aptitude Test, 11 a.m. to 12 m.
French Proficiency Test, 1 p.m. to 3 p.m.
Freshman Registration, 1 p.m. to 5 p.m.

Monday, January 21-----General Registration

Tuesday, January 22-----Instruction begins

Saturday, April 13, to Sunday, April 21-----Spring vacation

Monday, Tuesday, Wednesday, Thursday, May 27-30-----
-----Semester examinations

Friday, May 31-----Commencement

Summer Session 1934

Six weeks—June 24 to August 2
Term 1A—June 24 to July 12
Term 1B—July 15 to August 2

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OFFICIAL DIRECTORY

HUMBOLDT STATE TEACHERS COLLEGE

Administered Through

the

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 ANN V. CRAIG-----Director of Health Service
 MONICA WRIGHT-----
 -----Acting Director of Health Service (Fall Semester, 1934)
 MAURICE HICKLIN-----Director of News Service
 LOUISE C. STRUVE-----Director of College Commons

FACULTY

GIST, ARTHUR S.

PRESIDENT.

B.Ed., M.A., University of Washington; additional graduate work University of California and Columbia University. Elementary School Principal, Seattle, Washington, and Oakland, California; Director Teacher Training, San Francisco State Teachers College; Lecturer in Education, University of Washington; Lecturer in the Extension Division, University of California; Summer Session Instructor, University of Utah, George Peabody College for Teachers, University of Southern California. Author: Elementary School Supervision; Administration of an Elementary School; Clarifying the Teacher's Problems; Administration of Supervision; The Teaching and Supervision of Reading (coauthor); New Stories from Eskimo Land (coauthor). Editor of Yearbooks, Department of Elementary School Principals, National Educational Association.

ARNOLD, HOMER L.

PROFESSOR OF MATHEMATICS.

Bachelor of Accounts, International Business College, South Bend, Indiana; B.S., Indiana State Teachers College (Eastern Division); A.B., University of Indiana; M.A., University of Chicago; additional graduate work, University of Chicago, Stanford University, University of Michigan. Elementary and high school teacher; High school principal; Head, Department of Education and Psychology, New Mexico State Normal School.

BALABANIS, HOMER P.

VICE PRESIDENT AND PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago; M.A., University of Chicago; Ph.D., Stanford University. Assistant, School of Commerce and Administration, University of Chicago; Teaching assistant, Department of Economics, Stanford University; Summer Session Instructor, San Jose State Teachers College; Director of Summer Session, Humboldt State Teachers College.

BESTOR, RUTH E.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., M.A., Columbia University. Kindergarten and First Grade Teacher, Kalamazoo, Michigan; Critic Teacher, Western State Normal; Demonstration First Grade, Western State Normal; Critic Teacher, Kindergarten, University of California at Los Angeles; Demonstration Kindergarten, University of California at Los Angeles; Teacher, Second Grade, Progressive School of Los Angeles; Summer Session Demonstration Teacher, Columbia University.

CLUXTON, HENRY T.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., Ohio Normal University; A.B., M.A., University of Denver; additional graduate work at Stanford University. Principal of elementary schools, Denver; Director of Training School, University of Denver; Instructor, Chico State Teachers College.

CRAIG, ANN V.

PROFESSOR OF PHYSICAL EDUCATION.

A.B., Mills College; M.A., Columbia University. Assistant in Physical Education, Mills College; Acting Head, Department of Physical Education for Girls, David Starr Jordan High School, Los Angeles; Mills College Field Hockey and Sports Camp; Summer Session Instructor of Physical Education, University of Virginia; Instructor of Physical Education, Occidental College. (On leave of absence, Fall semester, 1934.)

DAVIES, SARAH

SECRETARY TO THE PRESIDENT.

B.S., Linfield College. Secretary to Superintendent of Schools, Longview, Washington; Secretary to the President of Linfield College; Student Assistant in the Department of Business Administration, Linfield College, McMinnville, Oregon.

- DICKSON, BELLE L. ASSISTANT PROFESSOR OF EDUCATION.
A.B., University of Washington; M.A., University of Chicago. Teacher in elementary schools, Spokane, Washington. Author: Plans and Activities for the Primary Grades; Activities in Progressive Education.
- FOLSOM, ELMA MCCANN ASSOCIATE PROFESSOR OF ENGLISH.
A.B., Washington State College; M.A., Washington State College; additional graduate work, University of California, Emerson School, University of Oregon, Stanford University. Instructor in Elementary Department, Washington State College; Instructor in English in Seattle High Schools; Professor of English, Michigan State Normal College, Ypsilanti, Michigan.
- GRAVES, C. EDWARD LIBRARIAN.
A.B., Wesleyan; New York State Library School; Instructor, Wesleyan University; Assistant University of Illinois Library; Librarian, Minnesota Historical Society.
- HICKLIN, MAURICE PROFESSOR OF ENGLISH.
A.B., University of Missouri; B.J., School of Journalism, University of Missouri; M.A., Stanford University. Graduate teaching assistant at the University of Missouri; Instructor and Commandant of Cadets St. John's Military School, Salina, Kansas; Instructor, University of Washington; graduate teaching assistant, Stanford University; Instructor in Summer Sessions, University of California at Los Angeles.
- HOWE, J. WENDELL ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCE.
B.S., Oregon State College; graduate work University of California; M.A., Stanford University; additional graduate work, University of Chicago and Stanford University. Nurseryman; Instructor in high school science; Ranger-Naturalist, Yosemite National Park; Instructor in Cryptogramic Botany and Invertebrates, Yosemite Field-School of Natural History.
- JEFFERS, EDMUND V. ASSOCIATE PROFESSOR OF MUSIC.
B.M. Ed., Illinois Wesleyan University, Bloomington; M. Mus., Bush Conservatory, Chicago. Studied voice with Theodore Harrison and composition with Jeanne Boyd; studied choral technic and interpretation with Father Finn and John Smallman. Instructor in Music, High School, Antioch, Illinois; Supervisor of Music, Grade Schools, Antioch, Illinois.
- JENKINS, HARRY L. COLLEGE PHYSICIAN.
A.B., University of California; M.D., University of California. Practicing physician in Humboldt County.
- JENKINS, HORACE R. PROFESSOR OF INDUSTRIAL ARTS.
Graduate Central State Teachers College, Oklahoma, four-year Classical Course and three-year Art and Shop Course; additional study at Oswego State Normal School, University of California, University of Chicago, Columbian University, Stanford University; B.S., M.S., Oregon Agricultural College. Assistant in Art, Oklahoma State Teachers College; Supervisor of Industrial Arts in Iowa, Idaho, Oklahoma and California; practical experience in the trades and industries; experience as owner and manager of a commercial pottery shop.
- JOHNSON, ADELLA ASSOCIATE PROFESSOR OF MODERN LANGUAGES.
A.B., M.A., University of Minnesota; additional graduate work at University of Washington, Stanford University, Columbia University, University of Minnesota. Travel and study in France. Instructor in foreign languages, high schools of Minnesota and Washington; Teaching Fellow in French, University of Washington; Instructor in French and Latin, State Teachers College, Spearfish, South Dakota.

LITTLE, STELLA SANKEY

PROFESSOR OF ART.

A.B., Stanford University; advanced work at Stanford and the University of California; study of masterpieces in art in various art galleries of Europe; M.A., and Fine Arts Supervision Certificate, Columbia University; Summer Session, Eugene, and Post Session, Alaska, University of Oregon; Summer Session, University of Oregon. Art Instructor in Miss Harker's School for Girls; Summer Instructor in Art, San Jose State Teachers College; Art Instructor and Supervisor in high school and grades, Colton, California; Instructor in Art at Stanford University.

MACGINITIE, HARRY D.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College; graduate work, Stanford University and University of California. Teacher, Caruthers Grammar School, Caruthers, California; Instructor, High School, Fresno, California; Instructor, Placer Union High School, Auburn, California. Author: *The Trout Creek Flora of Southeastern Oregon.*

OSTRANDER, MARIE CLARK.

ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College; M.A., Stanford University. Supervisor of Music, San Diego City Schools; Summer Session Instructor, University of Southern California, San Francisco State Teachers College; member of University Extension Faculty, University of California. Author of "Practical Hints for Class Room Music Teaching" and "Creative Music Education."

PLATT, IMOGENE B.

REGISTRAR.

A.B., University of Washington; graduate work, University of Washington and Stanford University. High School Instructor in Shelton, Everett, and Seattle, Washington.

POULTNEY, ROBERT H.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B.S., Cornell University; M.S., Utah Agricultural College; additional graduate work, Hopkins Marine Station, Stanford University; University of California, and University of Chicago. Instructor, Rutgers College, New Jersey; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho.

PURYEAR, VERNON J.

ASSOCIATE PROFESSOR OF SOCIAL SCIENCE.

A.B., Baylor University; M.A., University of Missouri; Student, Harvard University; research in England and France; Ph.D., University of California. Instructor, University of Missouri; Teaching Fellow, University of California; European Research Fellow of the Social Science Research Council; Summer Session Instructor, University of Oregon; Professor of History and Political Science, Albany College. Author: *England, Russia, and the Straits Question, 1844-56* (awarded Herbert Baxter Adams prize of the American Historical Association for 1931); research articles in diplomatic history; in preparation: *British Commercial Policy in the Near East, 1815-60.*

SCHUSSMAN, LEO GEORGE

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School; Ph.B., University of Chicago; M.A., University of Wisconsin; additional graduate work, Stanford University and University of Wisconsin. Elementary and high school teacher; Elementary school principal; Superintendent of schools; Principal Outagamie County Normal School, Wisconsin; Summer Session Instructor, Fresno State Teachers College.

SHEARER, FLORENCE M.

INSTRUCTOR OF PHYSICAL EDUCATION.

B.S., M.S., University of Washington. Playground Instructor, University of Washington; Instructor, Y. W. C. A. summer camps, Seattle; Playground Instructor, Berkeley, California; High School

Instructor, San Francisco; Instructor, San Francisco State Teachers College.

SHOLTY, MYRTLE**PROFESSOR OF EDUCATION.**

Ph.B., University of Chicago; M.A., Teachers College, Columbia University; additional graduate study, Columbia University. Elementary school teacher, Wabash, Indiana; Primary Critic, State Normal School, Stevens Point, Wisconsin; Primary Critic, State Teachers College, Moorhead, Minnesota; Sixth Grade Critic, School of Education, University of Chicago; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington; Primary Supervisor, Boise, Idaho; Elementary Supervisor, Spokane, Washington; Upper Grade Supervisor, State Teachers College, Santa Barbara, California.

STROMBERG, NOAH A.**COLLEGE DENTIST.**

D.D.S., College of Physicians and Surgeons, San Francisco, California. Practicing dentist in Arcata.

STRUVE, LOUISE C.**DEAN OF WOMEN AND ASSOCIATE PROFESSOR OF HOME ECONOMICS.**

A.B., Mills College; M.A., Teachers College, Columbia University; additional graduate work, Oregon State College and Pratt Institute; Dietitians' course, Fifth Avenue Hospital, New York City. High school instructor; Assistant Professor of Clothing, Oregon State College; Director of Home Management House, Kamehameha Schools, Honolulu.

TELONICHER, FRED**ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.**

A.B., Fresno State Teachers College; graduate work at Stanford University.

WILSON, BERT F.**PROFESSOR OF COMMERCE.**

M. Accts., Western Normal College (Iowa); B.S., B.D., Western Normal College; M.A., Stanford University; additional graduate work, University of California, and University of Washington. Principal, Shenandoah Commercial Institute, Shenandoah, Iowa; Twelve years an Iowa Banker; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington; Head Department of Commerce, Senior High School, San Bernardino, California; Senior High School Principal, California.

WILSON, GARFF BELL**ASSISTANT PROFESSOR OF SPEECH.**

A.B., M.A., University of California; travel and study in Europe; member of International Speaking Tour of the English Universities, 1930. Private class in Public Speaking and Dramatics, Los Angeles; Teaching Fellow, Department of English, University of California; Production Manager, Greek Theatre Plays, University of California.

WOODCOCK, JESSIE TURNER**FINANCIAL SECRETARY.**

Graduate Humboldt State Teachers College; Elementary school teacher; postal clerk; bookkeeper.

WRIGHT, MONICA.**ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.**

B.S., M.S., University of Washington. Supervisor of Sports, St. Nicholas School for Girls, Seattle, Washington; Teaching Fellow in Physical Education, University of Washington.

FACULTY COMMITTEES—1934-1935

Alumni

Mr. Jenkins
Miss Sholty
Mr. Bert Wilson
Mrs. Woodcock
Mr. Howe

Assembly

President Gist
Charles Timmons,
President Student Body
Mrs. Ostrander
Mr. Jeffers

Curriculum

Miss Platt
President Gist
Chr., Educ. Group
Head of Department concerned

Honor Awards

Mr. Howe
Dr. Puryear
President Gist

Placement

Miss Platt
Miss Sholty
President Gist

**Recreation and Social Life
(Faculty)**

Miss Struve
Mrs. Little
Miss Bestor
Mrs. Ostrander
Mrs. Woodcock

Registration

Mr. Hicklin
Miss Platt
President Gist

Scholarship

Miss Platt
Mr. Schussman
Miss Dickson
Dr. Balabanis
Miss Johnson
President Gist

Student Affairs

Miss Struve
Miss Craig
Dr. Balabanis
Students:
Robert Coons
Katherine Forsyth

GENERAL INFORMATION

The chief purpose of a teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the child. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

It is the aim of the Humboldt State Teachers College to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to make the most progressive provisions for student teaching. It is the plan of this college to closely relate theory and practice so that all theory becomes meaningful to students through experience in teaching and thus to eliminate the gap that is so likely to exist between theory and practice. The presence of children in the training school keeps uppermost in the student's mind the central purpose of the college. Since modern education requires teachers having the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life, the college provides for the student a wide range of cultural and academic courses. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to both professional ideals and academic culture.

The present day plan of training teachers includes a thorough and enriched background of education before the actual professional work begins. This academic background is so broad that it is somewhat identical with the requirements of the first two years in many of the other professions. Humboldt therefore has for one of its secondary aims the providing of lower division work for students entering other professions.

ADMISSION

Alternative Qualifications

- I. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California, and graduates of schools of secondary grade of

other states, recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. Clear Admission.

High school graduates who present ten recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present eight recommended units earned in grades ten, eleven and twelve.)

2. Provisional Admission.

High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimates and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of these students is made. Students having a general scholarship average of "D" are then granted clear admission; those having less than a "D" average are dropped from the College, or for sufficient reason continued as provisional students.

NOTE.—Humboldt is glad to accept students with provisional standing as we want the College to be as serviceable as possible to all students. However, our experience shows that students entering with less than six recommending units find it difficult to qualify for graduation. It is advisable for such students to take a modified program the first semester.

II. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied as determined by the faculty of the College.

III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Transfers with Advanced Standing.

1. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the College.

2. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(a) Not more than sixty-four credits of lower division standing may be offered.

(b) No credits for professional courses in education may be offered.

General Qualifications

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction.

Matriculation in Other Institutions

Courses taken here are evaluated credit for credit at the University of California.

Graduates who have followed a full four-year course and have received the A.B. degree in the year 1928 or subsequent thereto, and who have not inverted the curriculum in the four-year program, will be admitted to graduate standing

in the University of California on the presentation of their diplomas. In other words, they will be treated in just the same way as graduates of colleges on the accepted list of the Association of American Universities. The amount of work to be taken at the University of California will depend upon the major subject which the student selects for graduate work. This can only be determined after the student has been interviewed at the University of California by the major department of his choice. Such procedure, however, applies equally to graduates of all universities and colleges without exception.

Our presecondary degrees are arranged for students planning to teach in high school. If the course chosen is carefully followed, students will be able after a full year of graduate work to secure at the University of California the general secondary credential which will authorize them to teach in the high schools of the State.

The University of California Graduate Division finds that it is rarely if ever possible for a graduate with the A.B. degree from any institution to receive the high school credential and the master's degree in one year.

DEGREE COURSES

The college offers curricula leading to the Bachelor of Arts degree in the following majors:

Elementary Education (Credential Course).

General Junior High School Education (Credential Course).

Kindergarten-Primary Education (Temporarily Discontinued).

Physical Education (Credential Course).

Biological Science. (Courses temporarily discontinued).

English.

Social Science.

GENERAL REGULATIONS FOR STUDENTS

Registration

In order to have plenty of time to discuss with each student his special needs and to insure guidance by those qualified, the College registers each student several weeks in advance under a faculty advisor who is especially qualified to confer with students regarding their course problems.

Preregistration for freshmen is also advised. General freshman registration is held before the opening of the term.

Freshmen are advised to have their high school transcripts sent to the Registrar several weeks before the opening of the term.

Students will meet at the College on the appointed days in August, January, and June for completion of registration details. Each student must register in person and must pay all fees at that time. Students registering after the appointed day will be required to pay a late registration fee of \$2.

No student will be admitted after the second week of the semester except upon petition to the faculty through the Scholarship Committee.

Changes in registration made subsequent to the regular day of registration must be approved by the faculty advisor and by the Registrar.

English A

Just preceding the opening of each semester all entering students must take the examination in "English A." The examination will consist of a theme of approximately five hundred words on a subject chosen from a list of ten. Students failing to pass this examination will be enrolled in the noncredit course in English A.

College Aptitude Test

All new students are required to take the college aptitude test.

Health Service and Examination

In order to safeguard the health of the students the College engages a college physician and maintains a health service whose purpose is to examine, counsel, and assist students. At least three medical examinations are given each student, as follows:

- (1) At entrance (including a chest X-ray and a dental examination).
- (2) Prior to teacher-training work.
- (3) Before graduation.

Emergency treatment is given in case of accident or illness. By special arrangement through the Health Department and the Student Body, with the cooperation of a local hospital, hospital service is being provided at special rates.

Physical Education

Every student carrying 12 or more units of work is required to take physical education unless excused by the Director of Health and Physical Education.

Orientation

An orientation course, meeting once a week, is required of all freshman students. This course provides an opportunity for analysis and discussion of college problems pertinent to beginning students, such as ideals, scholarship, adjustment, health, student government, methods of study, and matriculation in other institutions, and also for planning and conducting class activities for recreation and self-improvement.

Student Programs

Semester Unit

A semester unit represents quantitatively fifty-four clock hours of work by an average student. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

Normal Program

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute a full average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such variation will be permitted according to the demonstrated ability of the student. This ability will be measured in terms of the "index of scholarship" of the student. The following chart will be used as the basis for granting petitions for programs varying from the normal load:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

The Scholarship Committee secures a health statement from the Health Department for all students applying for more than 16½ units of work.

In order to secure credit for their work students must have their programs approved by the faculty advisor and by the Registrar. All subsequent changes in program must have similar approval.

A minimum program of 12½ semester units, including physical education, is required for classification as a regular student.

Scholarship Index

The Scholarship Index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units.

Course Numbers

Lower Division

Lower division courses are elementary courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division

Upper division courses are advanced courses in a department of study that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered 100 or above.

The general prerequisite for all upper division courses is sixty semester units.

Classification of Students

Students having less than 30 semester units of credit are classified as freshmen. Those having from 30 to 59 semester units are classified as sophomores; those having from 60 to 89 units are classified as juniors; and those having 90 or more are classified as seniors.

Marking System

Grades

A five-point marking system is used with A, B, C, or D, indicating a passing grade, and F, meaning failure. Plus

(+) as given in certain courses, means passed without defining grade except in physical education where it means C or better. Cond., means conditioned; inc., incomplete; W., withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course, during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D; otherwise it becomes F.

All incomplete grades must be made up within one year.

Honor Points.

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Reports

At the end of the semester reports will be given to the students showing work accomplished. The regular marking system is used for the end semester reports.

Midsemester reports are made to students doing unsatisfactory work. These reports are followed by conferences with the President. Students having special difficulties in certain subjects are periodically interviewed by the President.

Scholarship Regulations

Graduation Requirements

The degree of Bachelor of Arts is granted upon completion of a curriculum approved by the College. 124 semester units with 24 semester units completed in residence are minimum requirements.

A general scholarship average of "C" will be required for graduation from any curriculum of the College after January 1, 1936.

A general scholarship average of "C" together with an average of "C" in both minors is now required for graduation from the General Junior High School curriculum.

Student Teaching Requirements

The requirements for student teaching are as follows:

1. Scholarship average of "C."
2. Fulfillment of teacher training requirements in fundamentals.
3. Desirable personal qualities

A grade of "C" or better is required in student teaching in every field for which a credential is granted by the College.

Students who do not receive a grade of "C" in student teaching and wish to do more work in this field, will be marked incomplete at the close of their first semester's work.

Students will be limited to two semesters' trial for a grade of "C" in student teaching.

NOTE.—Beginning with the Fall Semester 1934, the "C" average will apply to students enrolling in Teaching I and Curriculum Activities, since it is not good for students to have a lapse between Curriculum Activities, Teaching I, and Teaching II.

Withdrawal from Courses

A student dropping a course with official approval during the first six weeks of any semester will not have that course reported or charged against his record for that semester.

During the second six weeks of any semester, a student may be permitted to drop a course without prejudice to his record in case this is done with the approval of an advisory committee, such approval to be based presumably upon considerations of health, outside work, or other matters for which the student is not held culpable. Otherwise, the dropping of the course during this interval will be recorded as a failure.

During the final six weeks of any semester, the dropping of a course will result in a record of failure or incomplete, depending upon whether the work had been of passing grade up to the time of withdrawal.

Withdrawal From College

Upon petition an honorable dismissal or an indefinite leave-of-absence may be granted to any student in good standing with the approval of his faculty advisor and of the Registrar.

Students who discontinue their work without formal petition for leave-of-absence do so at the risk of incurring failing marks in their subjects and at the risk of having their registration privileges curtailed or entirely withdrawn.

Probation

Students whose scholarship is low are subject to probation. Scholarship average during the probationary semester must be satisfactory. Each case is considered individually upon its merits.

Disqualification

Students whose scholarship average for any semester falls below a "D" average are subject to disqualification. Students whose personal conduct is unsatisfactory may be disqualified by faculty action at any time.

Disqualified students may apply to the faculty for reentrance after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

Class Attendance

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it. Any instructor, with the approval of the Registrar, may exclude from his course any student who has neglected the work of the course or has been discourteous.

The following attendance regulations will be put into effect in the fall semester, 1933:

Regular class attendance is expected of all students. Such attendance affects the quality and quantity of a student's work which in turn determines the grade which the student receives in a course. Instructors and departments are authorized to make any attendance regulations necessary to secure efficient work.

However, entering freshman and students having a college scholarship average of less than "C" are subject to the following administrative regulations concerning excessive absence without excuse:

(a) If the number of unexcused absences is equal to twice the number of credit units in the course, the grade submitted to the Registrar by the instructor is reduced by the Registrar to "D."

(b) If the number of unexcused absences is equal to three times the number of credit units in the course, the grade is reduced to "F."

Each hour's absence from laboratory is counted as one-half or one-third value according to the number of laboratory hours required for a unit of credit.

Three unexcused tardinesses will count as one unexcused absence.

Excused absences shall include absences for the following reasons:

a. Illness of student evidenced by certificate from a physician or from the health office.

b. Illness or death in the family evidenced by a statement from a parent or physician.

c. Weather conditions manifestly unfavorable. Statement filed with President's secretary, who, under the direction of the President, will pass upon weather conditions.

d. Participation in extra-curricular activities authorized by the instructor in charge of the activity with consent of the President. Statement secured from the instructor in charge of the activity and approval of the President.

e. For outside emergencies which must be approved by the President's secretary.

Any student, regardless of scholarship status, must have a written statement from the College Physician when absent from a mid-term or final examination.

All excused absences are to be filed with the President's secretary within 48 hours after return.

Participation in Extra-curricular Activities

Participating in any extra-curricular activity conducted by the Humboldt State Teachers College shall be dependent upon meeting the prescribed scholarship requirements and upon the recommendation of the instructor or coach in charge of the activity. Participation is limited to students who have paid their student body dues.

The scholarship requirements are as follows:

- (1) A student must be carrying at least 12 units of work.
- (2) A student must have passed in $10\frac{1}{2}$ of the units carried during his last semester in college.

Special cases are referred to the President for decision.

Fundamentals

All students in the teacher training courses are required to show an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, grammar, arithmetic, history, geography, and spelling. Necessity for doing work in fundamentals will be evidenced by illegible writing, misspelled words, poor sentence structure in written work in any of the college courses, and by standardized tests and measurements which will be given during the sophomore or junior year to all candidates for student teaching.

Students whose skill in the fundamentals is not satisfactory must bring their work up to standard before they will be permitted to enroll for student teaching. This may be done by studying independently or by enrolling in the fundamentals course which gives a thorough review of the required subject matter.

A second examination in the fundamentals may be given to all students before graduation.

STUDENT EXPENSES

Living Arrangements

Living arrangements for all students must be approved by the College administration. A list of approved rooms should be secured from the Financial Secretary.

All lower division women students whose homes are outside of Arcata and Eureka are required to live at Sunset Hall, the women's dormitory, unless special arrangements have been made with the Dean of Women by the parents. It is advisable for upper division women also to reside at Sunset Hall.

Sunset Hall is directed by the Dean of Women under the direction of the President. A most wholesome family spirit prevails. This hall is provided with a pleasant living room which is the center for many pleasant social gatherings. Improvements each year are making the dormitory more comfortable and more attractive.

Rooms at Sunset Hall are rented for the semester at the rate of \$6 a month where two occupy the same room. Single rooms are rented at \$12 a month. Students furnish all bedding and linen, including mattress protector and towels. Rooms are rented for the entire semester. Any student who finds it necessary to leave the dormitory during the semester

should first consult the Dean of Women and then submit two weeks' notice to the Financial Secretary.

It is important that the College have correct local addresses for all students. These addresses are kept in the office of the Secretary to the President and in the office of the Registrar.

The College Commons is under the supervision of a trained director. Board, including three meals, averages \$25 per month. Allowance is made for students who go home week-ends. The Commons also furnishes noon lunches, cafeteria style, to day students.

FEES

General

(Required of all students taking 6 or more semester units)

Regular semester registration fee	\$6 50
Student Body fee per semester	5 00
Physical Education fee per semester	1 00
Health fee per semester	0 75
Hospitalization fee per semester	0 25

Special

Registration fee for students taking less than 6 semester units (per unit)	\$2 50
Out of State tuition fee (First semester)	75 00
(Subsequent semesters)	37 50
Delayed transcript fee	1 00
Late registration fee	2 00
Diploma fee at graduation	2 50
State credential fee	3 00
Appointment Service fee (For 5 sets of recommendations)	1 00
(Additional sets each)	0 25
Additional transcripts, each	1 00
College Aptitude Test	0 25
If not taken at scheduled time	1 00
Fundamentals Test	0 25
If not taken at scheduled time	1 00
Applied Design	1 75
Special Examinations—Midterm	0 50
Final	1 00
A Capella Choir	0 75

Art Appreciation	\$0 75
Art Structure.....	1 75
Elementary Crafts.....	1 75
Lettering and Design.....	2 25
Practicum in Art.....	1 50
Dramatics	0 75
Orchestra	0 75
Biology fee per semester.....	1 00
Botany fee per semester.....	0 75
Chemistry fee per semester.....	5 00
(\$2.50 for breakage, returnable.)	
Geology	0 50
Ornithology	1 00
Physics fee per semester.....	2 50
Zoology fee per semester.....	1 00
Glee Club fee per semester.....	0 75
Metal Crafts.....	0 50
Pottery fee per semester (2 unit course).....	2 50
Woodworking fee per semester.....	0 50

Summer Session

Summer Session registration fee (six weeks).....	\$20 00
Summer Session registration fee (three weeks).....	15 00
Summer Session lecture and recreation fund.....	0 50
Summer Session Physical Education fee.....	0 50

NOTE.—All students are expected to pay the Student Body fee at the time of registration unless temporary arrangements have been made with the President of the College.

Refunds

State Fees

Regulations formulated by the State.

“Fees shall only be returnable when the student has been refused admission to classes after registration or when through unavoidable circumstances, the student is unable to commence college work. In the latter case the student desiring return of a fee shall make application in writing giving his or her reasons for withdrawal. The return of any fee must be recommended by the college president or his designated representative and only after consideration of the individual case upon its merits.

Before returning fees, each teachers college shall submit a list of these fees recommended to be returnable to students,

together with a brief explanation, to the Director of Education for his authorization and the approval of the Director of Finance.”

Application for refund of State fees must be made at the time of withdrawal.

Student Body Fees

These fees can not be refunded if a student has participated in any student body activity.

Course Fees

As course fees are not collected until the end of the sixth week, when the student has completed all of his possible changes in registration, there will be no refund of such fees.

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy and deserving students. The College has the policy of employing as much student help as possible, particularly in the Commons, and for other types of work on the campus. In certain months the student pay roll runs as high as \$300. The College also has requests for assistance in light housework, care of children, janitorial, and clerical work. Application for employment should be made to the Financial Secretary before registration.

STUDENT LOAN FUND

General Student Loan Fund

A small loan fund is at the disposal of the College to assist worthy students to meet their necessary expenses. It has generally been the policy to make this fund available to students in the upper division courses. Students needing financial assistance are advised to discuss their needs confidentially with the President.

Special Student Loan Fund

The faculty and certain organizations in Humboldt County have provided a special loan fund to assist worthy students in registration expenses. Application blanks for loans may be secured from the Financial Secretary. These applications are passed upon by a special committee of the faculty. The

student should therefore file his application two or three days prior to registration.

BOOKSTORE

The College conducts a bookstore which sells without profit all college textbooks and supplies.

CAMPUS LIFE

HISTORICAL

The Humboldt State Normal School was created by an act of the 1913 session of the California Legislature. Actual work began on April 6, 1914. Under an agreement between the Arcata city board of education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocum, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 Legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922. In 1930 a new gymnasium was added and recently four new modern tennis courts and a new College Elementary School have been built.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted at present, is four years.

Control was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same Legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase, starting with 123 students in 1922 and reaching a present enrollment of over 400.

LOCATION

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it

commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh-land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night-time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The cities of Arcata and Eureka are delightful places of residence. Arcata has a population of approximately three thousand people and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CAMPUS

There is extensive lawn, planted with shrubs and small trees, along the whole front of the building. Directly across the street from the administration building are four new modern tennis courts for the use of students and faculty. In the rear is an athletic field adjoining the new \$70,000 gymnasium. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

The Library

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately fifteen thousand volumes. The

collection is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the Humboldt County Free Library by which books can be borrowed from that institution and the State Library. The library is at present subscribing for one hundred and thirteen magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and the workroom, on the same floor as the reading room, and a room on the mezzanine floor, 13 x 75 feet, containing the bound volumes of magazines, and the overflow of general books from the main reading room.

The College Elementary School

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata and Eureka school authorities.

The new College elementary school building houses a kindergarten and an elementary school consisting of eight grades. It is a commodious building of concrete. In its construction no pains have been spared to make it sanitary, fireproof and in every possible way an ideal building for a completely graded training school from the kindergarten through the eighth grade.

The large number of classrooms together with two observation booths make possible a maximum use of facilities for observation, participation, and student teaching on any given day, as well as making possible many combinations of sliding schedules.

RECREATION

Humboldt College, situated on a low hill in front of a high range of hills, with a background of dense evergreen forests, looks out upon Humboldt Bay, a row of sand dunes, and the blue Pacific Ocean.

Part of the campus is covered by this forest of second-growth redwoods, spruces, firs and hemlocks.

The constantly shifting hills of sand which form dunes along the ocean shore extend from North Jetty of the harbor entrance to the mouth of Little River.

North of Little River the coastline becomes very rugged and the numerous caves, points, and reefs invite personal exploration. The lighthouse at Trinidad Head and the Blowhole,

three miles south of Trinidad, are always interesting places to visit.

An hour's drive northward along the Redwood Highway brings the student to Big Lagoon, a salt water lake. This lagoon, protected from the strong breakers, forms a safe swimming and boating resort.

A pool on Mad River, a few minutes drive from the campus, is very popular on warm afternoons. Swimming can also be enjoyed at many pools along the Eel River south of Eureka.

Near Arcata are several public and private golf courses where special inducements are made to students.

North Dyerville Flat includes within its borders the tallest tree within the United States. This giant Redwood towers some 364 feet above the ground. There are other groves of redwoods along the river which are delightful spots for outings.

ASSOCIATED STUDENTS

When a student enters the College, the authorities take it for granted that he has an earnest purpose, studious habits, and is willing to observe a proper standard of personal conduct.

To assist students in developing such good habits, the College has organized a system of student self-government, and a constitutional convention consisting of students and faculty members has drawn up a constitution which has been adopted by the student body.

Through the vested authority of self-government with its attendant responsibility, the students of the College are enabled to gain that practical appreciation of governmental authority as vested in the people, and also that civic understanding which can not help but make them better citizens and leaders of children after they leave the school to take their place in life. The faculty retains the authority and oversight over certain matters such as Student Body finances and external relations necessitated by sound administrative jurisdiction and general responsibility as provided by law and the best interests of the students. The extent to which College policies and routine matters can be delegated to students is naturally dependent upon their ability to assume such responsibilities. Thus the students have at their disposal a most valuable laboratory in which they may test out their powers of self-government and clean citizenship.

Board of Control of Student Body

The Board of Control is the student government agency consisting of five members elected every semester by the Student Body, and charged with the responsibility of maintaining high standards of conduct in the College.

Executive Committee of Student Body

The Executive Committee consists of the President, Vice President, Secretary, Treasurer, and Publicity Manager of the Student Body, the members of the Board of Control, and the President of the College or a faculty sponsor appointed by the President. The duties of this committee are to have charge of school elections, to adjust budgets, to pass on all bills and to see that they are paid, to authorize purchases, to take an inventory of all Student Body property at the end of the school year, to set the amount of dues and to look after all Student Body affairs not specifically covered by the Constitution and By-laws.

ATHLETICS

Believing that certain mixed activities promote desirable social relationships between men and women, the College has developed a program of mixed intramural sports in volleyball, tennis, archery, and golf.

All students participating in athletics are required to pass a satisfactory health examination each season.

Men's Athletics

Men students play a regular schedule of games in football, basketball, tennis, and baseball with colleges and other organizations in California and Oregon. Such intercollegiate competition supplements intramural and interclass competition in which practically all the men students take part. Participation in varsity teams is limited to men whose scholarship is satisfactory.

Women's Athletic Association

Membership in the Women's Athletic Association is open to all women students at Humboldt State Teachers College. The purpose of the organization is: to stimulate an interest in women's athletics; to provide wholesome participation in athletics; to further social relationships; to offer assistance

in the promotion of an adequate program of athletics for high school girls.

Activities sponsored by the Women's Athletic Association for intramural and interclass competition include field hockey, volleyball, basketball, baseball, and tennis.

The Women's Athletic Association conducts an annual fall Play Day for the girls in the near-by high schools.

DRAMATIC ORGANIZATIONS

Dramatic Workshop H

The dramatic workshop H provides opportunities for self-expression, practical experience in stagecraft, and the presentation of many plays before the general public. Productions are selected from the best works of outstanding European and American playwrights.

Alpha Psi Omega

In November, 1931, the Alpha Psi Omega national dramatic fraternity established a local chapter in the College to be known as Beta Alpha Cast. The purpose of this fraternity is to stimulate interest in dramatic activities in the College and to secure for the College all of the advantages and mutual helpfulness provided by a large national honorary fraternity. Only students who have good standing in the college and have attained a high standard of work in dramatic art are rewarded by election to membership in this fraternity.

MUSICAL ORGANIZATIONS

The women's glee club, the men's glee club, the orchestra, and the a capella choir comprise the leading musical organizations of the College. Each group is presented in concert before the public several times a year. Other smaller organizations such as the male quartet and the string quartet are organized to provide additional music for school and community functions.

The college a capella choir is composed of select voices from the men's and women's glee clubs. Members for this organization are chosen by the Director. The choir presents several concerts each year before the public. In the last two years the choir sang in seventeen California cities, including Berkeley, San Francisco, San Jose, and Santa Rosa. In April, 1934,

the choir broadcast from KGO, San Francisco. This broadcast will be repeated next year

Pro Musica

Pro Musica is an organization for young people who are seriously interested in the study of applied music—voice, piano, or orchestral instruments. Monthly recitals are given by members and prospective members of the club. Only those who have taken part in such a program are eligible to active membership, but all who are interested in the work of the club may become associate members, and the general public is invited to the recitals.

COUNSELING AGENCIES

The College has a definite program of counseling and guidance for entering freshmen. Special counseling will be given individually to the freshmen at the time of registration and periodically during the year by the President and faculty advisers.

Sponsors from upper classmen are assigned to assist new students in becoming acquainted with members of the Student Body and various details of college life.

A faculty member is appointed as adviser for the class.

SOCIAL LIFE

The social life of the College is sponsored by the different student body organizations and by the faculty.

A small college offers to each student many opportunities for friendships and social activities. Among these are monthly, and occasional noon-hour, dances. The Women's Athletic Association sponsors banquets and sports affairs throughout the year. Informal functions are frequently held for and by the students who reside in Sunset Hall.

To further student-faculty relationships all freshman women are entertained at a tea by their various instructors and advisers during the early part of the College year. Senior women are entertained in the spring at a tea given by President and Mrs. Gist.

In order that the students may early in their College careers become better acquainted with President and Mrs. Gist and with each other, every freshman is entertained sometime

during the year by President and Mrs. Gist. These functions are generally held in the President's home.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

Associated Men Students

The Associated Men Students is an organization formed in the fall of 1931. Its purpose is to enable the men to act as a body in promoting desirable extra-curricular and other activities for men students.

Projects undertaken by this organization during its first year were: (1) policing of grounds and buildings at athletic contests; (2) a campaign to add track and field athletics to the list of major sports sponsored by the Student Body; and (3) promotion and direction of an annual Men's High Jinks. This event is held in the spring of each year and all high school students of Northwestern California are invited.

College Civic Club

The prime objectives of this organization are to help solve the various problems of College life and to promote living in a constructive and positive manner. Its organization is connected with the work of the course in Principles of Education.

Some of the major projects sponsored and accomplished by the club are a campus lighting system, improved study conditions and supervision of the overflow study room in the Commons, mail boxes for the students, and an inner-court pool and fountain. Among the minor accomplishments are social and educational projects of various types involving both civic and esthetic factors.

Humboldt Science Club

The Science Club holds monthly meetings in the social rooms of the College, on the second Tuesday evening of each month. The programs include talks by professional people in scientific occupations, talks by students on new discoveries in science, occasional discussions of some particular field of science by faculty members, motion pictures, demonstrations, and music. Occasional trips are taken to points of interest by the club.

Members are elected from the lower classes. Any student who is interested in science may apply to the president who will propose his name to the club.

Kindergarten-Primary Club

A Kindergarten-Primary Club has been organized for those interested in teaching in this field. The purpose of the club is partly social and partly to increase the interest and knowledge of the members.

Pi Alpha Pi

Pi Alpha Pi is an organization primarily designed for Social Science majors, although minors may be invited to join. The purpose of the organization is to promote an interest in the Social Sciences and to bring about a greater cooperation in student body affairs. To be eligible for membership a student must have completed at least 45 semester units with 15 or more units in Social Science and must have a scholarship index of 1.25 or more. Students are elected to membership through the vote of the active members of the fraternity.

Young Men's Christian Association

The College "Y" program includes activities such as noon forums; discussion groups; Asilomar Conference, held near Monterey at Christmas each year; sponsoring the Redwood Empire Older Boys' Conference; sponsoring the visit of vocational guidance experts from time to time, etc.

Membership is open to any college man who wishes to sign the membership pledge.

ASSEMBLIES AND ENTERTAINMENTS

Public assemblies of students, faculty, and visitors are scheduled at least twice a month, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers. Often students from the Speech Arts Department introduce the speakers, and students from the Music Department direct the community singing.

STUDENT HONORS

Honors are awarded to students whose scholarship is exceptional. Honors are awarded by students, by faculty, and by Civic organizations.

Honors Awarded by Faculty

Semester Honors will be awarded to all regular students who receive "A" and "B" grades in all subjects of one or more credit units taken during the semester and who have satisfactorily completed other requirements.

Class Honors are awarded to students who received semester honors during the year.

Graduation Honors are awarded to students at Commencement upon the vote of the faculty. These honors are based on the scholastic index as follows:

Index 2.00—With Honor

Index 2.35—With High Honor

Index 2.75—With Highest Honor

The President's Cup

To stimulate student teaching and as a recognition of meritorious service, the President's Cup has been provided. The student doing the highest type of teaching in the College Elementary School each semester has his name engraved upon this cup.

The details of awarding this honor are administered by the faculty of the College Elementary School.

English Award

President and Mrs. Gist have provided an annual award of \$10 to be given to the student who shows special ability in the field of written expression. The details of selecting the student for the award are in the hands of the English Department.

HONORS AWARDED BY STUDENTS

Chi Sigma Epsilon

Chi Sigma Epsilon, the College honor society, elects members from the upper classes twice during each college year. The membership may never exceed a small percentage of the

Student Body. The student does not seek election but rather the society selects members from those students who have high scholastic attainments, qualities of leadership, and high ideals of character. Chi Sigma Epsilon Pledging Day honors those students elected to membership.

Rousers

Sophomore honor society composed of eight members selected each spring from the freshman class by active members of Chi Sigma Epsilon. High scholarship, fine qualities of character, achievement in studies and responsibilities assumed, and ability in adjusting their life to the new social order of college life are the criteria used in the selection of new members each year.

Chi Sigma Epsilon Medal

To the member of the freshman class who has entered into student activities, has maintained a high scholarship, has demonstrated good character, and who, in the opinion of active members of Chi Sigma Epsilon, has made the greatest advance toward fine manhood or womanhood during the first year of college, Chi Sigma Epsilon awards a medal each spring. The medalist for 1931-32 was Mary Jean Russell; for 1932-33, Marseille Hedvig Spetz; and for 1933-34, Joseph Francis Walsh.

Honors Awarded by Civic Organizations

Prize Awarded by Kiwanis Club

A prize of \$10 is awarded by the Kiwanis Club of Arcata to the Arcata High School graduate who has made the highest scholastic average during the freshman year at the Humboldt State Teachers College.

COMMUNITY RELATIONS

PLACEMENT SERVICE

A Placement Bureau is maintained to perform a double service: to help Humboldt graduates, both those newly graduating and those teaching in the field, obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Placement Bureau. Such students should register with the Director of Placement early in their senior year.

EXTENSION SERVICE

Since the College is a State institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the State. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

Extension Courses

Extension courses will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Speakers' Bureau

A Speakers' Bureau is maintained by the College for the purpose of furnishing lecturers on educational, psychological, and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people

desiring speakers should write to the President for further information, communicating with him several days in advance.

Institute Service

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, by actual demonstrations of classroom practices, and by furnishing musical numbers and dramatic productions.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. A permanent Alumni Association was organized at this time. Meetings are held three times a year—one at the time of the May graduation, one during the convention of the North Coast Section of the California Teachers Association, and one during the summer session.

The following are the officers for the current year: President, Alta McElwain; vice president, Alvin Burns; secretary, Edithe C. Olsen; treasurer, Hugh B. Stewart.

THE A.B. DEGREE WITH MAJOR IN GENERAL ELEMENTARY EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College, requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential. Those taking this credential will receive preference in recommendations for all grades of the elementary school and for village and rural positions.

Subject Requirements—Lower Division

ART		Units
Art Structure.....		2
		2
ENGLISH AND LITERATURE		
English 1A.....		3
English Language or French A.....		3
		6
FUNDAMENTALS *		
Arithmetic Reasoning and Comprehension.....		0
History and Civics.....		0
Language Usage		0
Spelling A.....		0
INDUSTRIAL EDUCATION		
Fundamentals of Industrial Education.....		3
		3
MATHEMATICS		
Mathematics of the Elementary School.....		3
		3
MUSIC		
Music Reading—Piano.....		1
Sight Singing.....		1
		2
PHYSICAL EDUCATION		
Hygiene (Including First Aid).....		2
Activities for Adults, one-half unit each semester.....		2
		4

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

PSYCHOLOGY		Units
General Psychology-----		3
		3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View of the Physical World-----	3
Classification of Flowering Plants-----	3
A year course chosen from the following:	
Biol. 1A-1B; Bot. 2A-2B; Zool. 1A-1B-----	6 or 8
	12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A-----	3
Economic and Social History of the United States-----	3
	15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

ART		Units
Practicum in Art	-----	2
		2
EDUCATION		
Children's Literature	-----	3
Curricular Activities	-----	3
Educational Psychology	-----	3
Growth and Development	-----	3
Introduction to Education (Including Rural)	-----	3
Philosophy of Education	-----	3
Teaching I	-----	2
Teaching II	-----	8
Kindergarten-Primary Curriculum (For students teaching in Kindergarten)	-----	3
		28 or 31
ENGLISH		
Master Spirits of Literature	-----	3
		3
MUSIC		
Practicum in Music	-----	2
		2
PHYSICAL EDUCATION		
Activities for Adults, one-half unit each semester	-----	1
Singing Games and Folk Dances	-----	$\frac{1}{2}$
Health Education	-----	3
Practicum in Physical Education	-----	$1\frac{1}{2}$
		6
SCIENCE, BIOLOGICAL		
Vertebrate Zoology	-----	3
		3
SOCIAL SCIENCE		
American Government	-----	3
		3

Notes

Minimum residence requirement for the degree course is 24 semester units.

Not more than forty semester hours may be taken in the field of education.

RECOMMENDED SEQUENCE (Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	Public Speaking 1A----	3
History 4A-----	3	History 4B-----	3
Biological Science-----	3 or 4	Biological Science-----	3 or 4
English Language or		Art Structure-----	2
French-----	3	Sight Singing-----	1
Hygiene (Inc. First Aid)-----	2	Elective or French-----	3
Music Reading-Piano----	1	Physical Education-----	$\frac{1}{2}$
Physical Activities-----	$\frac{1}{2}$		

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Geography 2-----	3	General Psychology-----	3
Economics 1A-----	3	Econ. and Soc. Hist. of	
Physics 10-----	3	U. S.-----	3
Industrial Education----	3	Class. of Flowering	
Elective-----	3	Plants-----	3
Physical Education-----	$\frac{1}{2}$	Mathematics 10-----	3
		Elective-----	3
		Physical Education-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Eng. 154A—Master		Vertebrate Zoology-----	3
Spirits of Literature--	3	Curriculum Activities--	3
Educational Psychology--	3	Teaching I-----	2
Intro. to Educ. (Inc.		Practicum in Art-----	2
Rural)-----	3	Practicum in Music-----	2
Children's Literature--	3	Practicum in Phys.	
Elective-----	3	Educ.-----	1 $\frac{1}{2}$
Singing Games and Folk		Elective-----	3
Dances-----	$\frac{1}{2}$		

SENIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Teaching II-----	8	Growth and Development	3
American Government--	3	Philosophy of Education	3
Elective-----	3	Health Education-----	3
Physical Education-----	$\frac{1}{2}$	Elective-----	6
		Physical Education-----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJOR IN GENERAL JUNIOR HIGH SCHOOL AND GENERAL ELEMENTARY EDUCATION

The regular four-year degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College for the General Junior High School and General Elementary Credential requires for graduation 124 semester units. This credential authorizes the student to teach in both the elementary grades and the junior high school.

Subject Requirements—Lower Division

ART		Units
Art Structure -----		2
		2
ENGLISH AND LITERATURE		
English 1A -----		3
English Language or French -----		3
		6
FUNDAMENTALS *		
Arithmetic Reasoning and Comprehension -----		0
History and Civics -----		0
Language Usage -----		0
Spelling A -----		0
INDUSTRIAL EDUCATION		
Fundamentals of Industrial Education -----		3
		3
MATHEMATICS		
Mathematics of the Elementary School -----		3
		3
MUSIC		
Music Reading—Piano -----		1
Sight Singing -----		1
		2
PHYSICAL EDUCATION		
Hygiene (Including First Aid) -----		2
Activities for Adults, one-half unit each semester -----		2
		4

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

PSYCHOLOGY

Units

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View of the Physical World-----	3
Classification of Flowering Plants-----	3
A year course chosen from the following:	
Biol. 1A-1B; Bot. 2A-2B; Zool. 1A-1B-----	6 or 8
	12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A -----	3
Economic and Social History of the United States-----	3
	15

SPEECH

Public Speaking 1A -----	3
	3

Subject Requirements—Upper Division

ART		Units
Practicum in Art-----		2
		—
		2
EDUCATION		
Children's Literature -----		3
Curricular Activities -----		3
Educational Psychology -----		3
Growth and Development-----		3
Introduction to Education (Including Rural)-----		3
Philosophy of Education-----		3
Teaching I -----		2
Teaching II -----		8
		—
		28
ENGLISH		
Master Spirits of Literature-----		3
		—
		3
MUSIC		
Practicum in Music-----		2
		—
		2
PHYSICAL EDUCATION		
Activities for Adults, one-half unit each semester-----		1
Singing Games and Folk Dances-----		$\frac{1}{2}$
Health Education-----		3
Practicum in Physical Education-----		$1\frac{1}{2}$
		—
		6
SCIENCE, BIOLOGICAL		
Vertebrate Zoology-----		3
		—
		3
SOCIAL SCIENCE		
American Government -----		3
		—
		3

Majors

The candidate for a degree must have completed a major in Education and a major in one of the following fields:

Biological Science	History
Economics	Physical Education
English	

Notes

Minimum resident requirement for the degree course is 24 semester units.

Not more than forty semester hours may be taken in the field of Education.

RECOMMENDED SEQUENCE

(General Junior High School and General Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	Public Speaking 1A-----	3
Biological Science-----	3 or 4	Biological Science-----	3 or 4
History 4A-----	3	History 4B-----	3
English Language or		Hygiene (Including First	
French -----	3	Aid) -----	2
Art Structure-----	2	Sight Singing-----	1
Music Reading—Piano--	1	Elective or French-----	3
Physical Activities-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Physics 10-----	3	Class. of Flower. Plants	3
Econ. 1A -----	3	Econ. & Soc. Hist. of U.S.	3
Mathematics 10-----	3	General Psychology-----	3
Industrial Education--	3	Geography 2-----	3
Elective -----	3	Elective -----	3
Physical Education ----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Major -----	3	Major -----	3
Eng. 154A-Master Spirits		Vertebrate Zoology-----	3
Literature -----	3	Curriculum Activities--	3
Educational Psychology--	3	Teaching I-----	2
Intro. to Educ. (Includ-		Practicum in Art-----	2
ing Rural)-----	3	Practicum in Music-----	2
Children's Literature ---	3	Practicum in Phys. Educ.	$1\frac{1}{2}$
Singing Games and Folk			
Dances -----	$\frac{1}{2}$		

SENIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Major -----	3	Major -----	3
Teaching II-----	8	Growth and Development	3
American Government--	3	Philosophy of Education	3
Physical Education-----	$\frac{1}{2}$	Health Education -----	3
		Elective -----	3
		Physical Education-----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJORS IN PHYSICAL EDUCATION AND GENERAL JUNIOR HIGH SCHOOL AND GENERAL ELEMENTARY EDUCATION

This combination course gives both the Special Credential in Physical Education and the General Junior High School and General Elementary Credential.

RECOMMENDED SEQUENCE

FRESHMAN YEAR

First Semester

Units

English 1A-----	3
Biological Science-----	3 or 4
History 4A-----	3
English Language or French-----	3
Art Structure-----	2
Music Reading—Piano--	1
Physical Activities-----	$\frac{1}{2}$

Second Semester

Units

Public Speaking 1A----	3
Physiology-----	4
History 4B-----	3
Hygiene (Inc. First Aid)	2
Sight Singing-----	1
Elective or French-----	3
Phys. Educ. Begin. Nat.	
Danc.-----	$\frac{1}{2}$
Physical Education-----	$\frac{1}{2}$

SOPHOMORE YEAR

First Semester

Units

Physics 10-----	3
Econ. 1A-----	3
Mathematics 10-----	3
Industrial Education---	3
Elective-----	3
Phys. Educ. Begin. Clog-	
ging-----	$\frac{1}{2}$
Physical Education-----	$\frac{1}{2}$

Second Semester

Units

Class. of Flower. Plants	3
Econ. & Soc. Hist. of U.S.	3
General Psychology----	3
Geography 2-----	3
Elective-----	2
Coaching B-----	1
Physical Education-----	$\frac{1}{2}$
Physical Education-----	$\frac{1}{2}$

JUNIOR YEAR

First Semester

Units

Principles of Physical Education-----	3
Eng. 154A—Master Spirits Literature-----	3
Educational Psychology--	3
Intro. to Educ. (Includ-	
ing Rural)-----	3
Children's Literature---	3
Coaching A-----	1
Singing Games & Folk Dances-----	$\frac{1}{2}$

Second Semester

Units

Community Recreation---	3
Vertebrate Zoology-----	3
Curriculum Activities---	3
Teaching I-----	2
Practicum in Art-----	2
Practicum in Music-----	2
Practicum in Phys. Educ.	$1\frac{1}{2}$

SENIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Corrective Phys. Ed. &		Stud. Teach. Phys. Educ.	4
Kinesiology -----	4	Growth & Develop. of	
Teaching II—Elementary	6	Child -----	3
Stud. Teach. Phys. Educ.		Philosophy of Education	3
—Elem. -----	2	Health Education-----	3
American Government--	3	Elective -----	3
Physical Education-----	$\frac{1}{2}$	Physical Education-----	$\frac{1}{2}$
		Physical Education-----	$\frac{1}{2}$

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
ADMINISTRATION CREDENTIAL BY THE STATE BOARD OF
EDUCATION**

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

- A. Two years of thoroughly acceptable teaching experience.
- B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

1. School Administration and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. Educational Tests and Measurements.
5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.
4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
SUPERVISION CREDENTIAL BY THE STATE BOARD OF
EDUCATION**

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a nonspecial subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.

4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH

Lower Division

ENGLISH		Units
English 1A and 1B	-----	6
English 56A and 56B	-----	6
		12

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)	-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)		
		15

PHILOSOPHY

Year Course	-----	6
		6

PHYSICAL EDUCATION

Hygiene	-----	2
Activities (one-half unit each semester)	-----	2
		4

PSYCHOLOGY

General Psychology	-----	3
		3

SCIENCE, BIOLOGICAL AND PHYSICAL

Year course in Laboratory Science	-----	6 or 8
Additional Science	-----	6
		12 or 14

SOCIAL SCIENCE

History 4A and 4B	-----	6
Additional Social Science	-----	6
		12

Upper Division**EDUCATION**

	Units
Educational Psychology-----	3
Growth and Development of the Child-----	3
Electives -----	6
	12

ENGLISH

Shakespeare -----	3
Chaucer -----	3
Additional upper division English-----	18
	24

PHYSICAL EDUCATION

Activities (one-half unit each semester)-----	2
	2

SOCIAL SCIENCE

American Government-----	3
	3

MINORS

Candidate must complete a minor in each of two fields to be selected from the following:

Biological Science	History
Economics	Physical Education

Advanced credit from other institutions in fields other than the ones above mentioned will be accepted toward the requirement.

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.
Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE

Lower Division

ENGLISH

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology-----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View Physical World-----	3
Geology 1A-----	3
Year course in laboratory science-----	6 or 8
	12 or 14

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
	12

Upper Division

EDUCATION		Units
Educational Psychology		3
Growth and Development of the Child		3
Electives		6
		12

PHYSICAL EDUCATION

Activities (one-half unit each semester)	2
	2

SOCIAL SCIENCE

Upper Division History	12
Upper Division Economics	12
American Government	3
	27

MINORS

Candidate must complete at least one minor in one of following fields:

Biological Science English Physical Education

Advanced credit from other institutions in fields other than the ones above mentioned will be accepted toward the requirement.

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.

Minimum residence requirement is 24 semester units.

PRE-SECONDARY WORK

**LOWER DIVISION COURSES FOR COLLEGES OF LETTERS
AND SCIENCE**

Aims and Purposes

These courses are designed for three groups of students:

(a) Students who plan to obtain later a Bachelor's Degree in the College of Letters and Science in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the courses which will meet the requirements of upper division work in the college where they plan to get their degree.

(b) Students who plan to obtain a degree in a College of Applied Science or in a Professional School and wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of lower division work will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Science

The suggested requirements for lower division work for Colleges of Letters and Science include sixty-four units of college work chosen as follows:

(a) English A. Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Botany, Chemistry, Geology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. A year-course (of at least 6 units) in each of three of the following groups:

(1) English, Public Speaking.

(2) Foreign Language (additional to b).

(3) Mathematics (additional to c).

(4) Economics, History, Political Science.

(5) Philosophy.

PRE-SECONDARY IN COMMERCE**LOWER DIVISION COURSES FOR COLLEGE OF COMMERCE**

The suggested requirements for lower division work for the College of Commerce include sixty-four units of college work chosen as follows:

- (a) English A.

Physical Education, 2 units.

- (b) Foreign Languages:

This requirement may be satisfied as follows:

1. By passing the Subject B examination in some acceptable foreign language (French, German, Spanish, Italian, Greek, Latin, Russian, Chinese, Japanese.)
2. By offering 15 units in one foreign language. Each year of language taken in the high school is to be counted as three units.

- (c) English, 6 units.

English 1A-1B or Public Speaking 1A-1B.

- (d) History or Political Science, 6 units.

History 4A-4B, History 8A-8B, or Political Science 1A-1B.

- (e) Geography, 6 units.

Geography 1 and Geography 2.

- (f) Economics, 6 units.

Economics 1A and 1B.

- (g) Natural Science, 9 units.

Courses in Physics and Chemistry taken in high school may be applied toward satisfaction of the science required without, however, reducing the number of units required for the Junior Certificate.

- (h) Mathematics: Elementary Algebra (high school), Geometry (high school), Mathematics 2 (Mathematical Theory of Investment), 3 units. The prerequisite for Mathematics 2 is Mathematics 1 (Intermediate Algebra) or two years of high school Algebra and Trigonometry.

- (i) Electives.

Recommended: Economic History of U. S.
Accounting 14A-14B.

Recommended Sequence

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B-----	3	3
French A-B-----	3	3
History 4A-4B-----	3	3
Science -----	3, 4 or 5	3, 4 or 5
Trigonometry (if needed to meet Mathematics require- ment) -----	2	
Intermediate Algebra (if needed to meet Mathematics requirement) -----		2
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
French C-D-----	3	3
Science -----		3
Geography 1-2-----	3	3
Mathematical Theory of Investment-----	3	
Electives -----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PRE-SECONDARY IN AGRICULTURE**Recommended Sequences****AGRICULTURAL ECONOMICS****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B or Public Speaking 1A-1B-----	3	3
Chemistry 1A-1B-----	5	5
Botany 2A-2B or Zoology 1A-1B-----	4	4
Philosophy 5A-5B-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Accounting 14A-14B-----	3	3
General Psychology-----		3
Economics 11—Economic History of U. S.-----	3	
History 4A-4B-----	3	3
Electives-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PLANT SCIENCE**FRESHMAN YEAR**

English 1A-1B-----	3	3
Chemistry 1A-1B-----	5	5
Botany 2A-2B-----	4	4
Electives-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Zoology 1A-----	4	
Geology 1A-----	3	
Botany 7-----		4
Physics 1A-1B-----	3	3
Electives-----	3	6
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

ANIMAL SCIENCE**FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B-----	3	3
Chemistry 1A-1B-----	5	5
Zoology 1A-1B-----	4	4
Electives-----		3
Geology 1A-----	3	
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Botany 2A-----	4	
Physics 1A-1B-----	3	3
Electives-----	6	9
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	15 $\frac{1}{2}$

FORESTRY**FRESHMAN YEAR**

English 1A-----	3	
Public Speaking 1A-----		3
Chemistry 1A-1B-----	5	5
Botany 2A-2B-----	4	4
Mathematics 3A-3B-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B-----	3	3
Physics 1A-1B-----	3	3
Civil Engineering 1A-1B-----	3	3
Geology 1A-----	3	
Botany 7-----		4
Electives-----	3	3
Physical Education-----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-DENTAL

Recommended Sequence

One-Year Course

FRESHMAN YEAR

	Sem. 1	Sem. 2
English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Biology 1A-1B or Zoology 1A-1B-----	3 or 4	3 or 4
*Physics 1A-1B	3	3
or		
Selected Year Course }		
Electives -----	1 or 2	1 or 2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$

Two-Year Course

FRESHMAN YEAR

English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
Foreign Language -----	3	3
*Physics 1A-1B	3	3
or		
† Year course }		
Electives -----	2	2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Zoology 1A-1B -----	4	4
Physiology -----		4
Year Course (chosen from group (e))-----	3	3
Year Course (chosen from group (e) required if Physics 1A-1B was taken in freshman year)-----	3	3
Electives (Foreign Language if necessary to com- plete 15 units for junior certificate)-----	6	2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

* Required if student did not have a course in Physics in high school.

† Chosen from the Letters and Science list, group (e).

PRE-ENGINEERING**Recommended Sequence****FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A -----		
Mathematics 3A-3B -----	3	3
Chemistry 1A-1B -----	5	5
Physics 1A-1B -----	3	3
Civil Engineering 1A-1B -----	3	3
Elective -----	2	2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-MEDICAL**Recommended Sequence****FRESHMAN YEAR**

English 1A-1B -----	3	3
Chemistry 1A-1B -----	5	5
French A-B -----	3	3
History 4A-4B -----	3	3
Electives -----	2	2
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Zoology 1A-1B -----	4	4
French C-D -----	3	3
Year Course from group (e) -----	3	3
Electives -----	6	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

PRE-NURSING**FRESHMAN YEAR**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B.....	3	3
Chemistry 1A-1B.....	5	5
French A-B.....	3	3
Economics 1A-1B.....	3	3
Electives.....	2	2
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

General Psychology.....	3	
Physiology 1.....		4
Philosophy 5A-5B.....	3	3
Electives (Foreign Language if necessary to complete 15 units for junior certificate).....	9	9
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	16 $\frac{1}{2}$

N.B.—The entire course should be arranged to meet the requirements of the Junior Certificate in the College of Letters and Science.

PRE-PHARMACY**One-year Course**

	<i>Sem. 1</i>	<i>Sem. 2</i>
English A—Examination or Course.....		
Chemistry 1A-1B.....	5	5
Biology 1A.....	3	
Botany 2A-2B.....	4	4
Electives (Foreign Language if less than two years' work taken in high school).....	3	6
Physical Education.....	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

COURSES OF INSTRUCTION

The semester in which the course is offered is indicated after the course title. Courses taught in the fall semester are marked (I); those taught in the spring are marked (II).

ART

1. ART STRUCTURE (I, II). 2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, mass, and color), are used and their possibilities exemplified in a simple way through experiments in design.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A (II). 2 or 3 units

This course included problems and processes in bookbinding, block printing, stenciling, basketry with reed, raffia, and pine needle, soap sculpture, one project in paper (torn and cut), spray and tie dyeing, and leather craft.

Two or three one-hour periods per week.

2B. ELEMENTARY CRAFTS B (I). 2 units

Puppetry and stagecraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. The stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION (II). 3 units

A study of the development of art through the ages in architecture, sculpture, painting, and minor arts in various countries and schools. Consideration is given to similar pattern and mood in related arts.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A (I). 3 units

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B (II). 3 units

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the

printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

190. PRACTICUM IN ART (I, II).

2 units

This course is planned to meet the needs of the prospective teacher. It aims to discuss ideals and objectives; also to give art content essential to give the child creative and appreciative experiences, as well as some understanding of the place art has in his surroundings, home, school, and community. The course requires classroom observation of, and participation in the teaching of the subject. Prerequisite: Art Structure.

Two one-hour class periods and one or more observation periods per week.

COMMERCE

Programs are designed for students preparing to teach business subjects in high schools or colleges and for those interested in training for immediate employment in business.

Plans are being made for part-time work in Eureka and Arcata business houses. The service clubs of these cities will supply speakers for special lectures to be given to vocational students. These lectures will be given by successful business men and will cover the various fields of business.

Practical experience will be provided through the cooperation of business and professional employers. During the school year, commercial students will be given opportunities to try themselves out in actual employment situations under supervision of the Department of Commerce.

5. MACHINE CALCULATION (I, II). 2 units

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP. no credit

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards.

Three one-hour periods per week.

14A. ACCOUNTING (I). 3 units

An introduction to the study of accounting. The mechanics of book-keeping taught through the balance sheet approach including the general journal, specialized journal, cash receipts, cash disbursements, purchases and sales, posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING (II). 3 units

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

40. BUSINESS LAW (II). 3 units

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills, and bailments.

Three one-hour periods per week.

41. BUSINESS ENGLISH.**2 units**

A brief course in the theory and writing of business letters; an examination of actual pieces of business mail and a study of the mechanics of business correspondence.

Two one-hour periods per week.

50. SALESMANSHIP (I).**2 units**

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the preapproach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

Secretarial Training**1A. SHORTHAND I (I).****4 units**

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship, and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II (II).**4 units**

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

1C. SHORTHAND III (I).**4 units**

An intensive dictation course. This course will include dictation and transcripts covering vocabularies of representative businesses, such as banking, law, insurance, retail lumber; advanced dictation on news articles and legal forms.

Five one-hour periods per week.

1D. SHORTHAND IV (II).**4 units**

Speed building drills, speed building letters, sustained dictation, vocabulary previews, vocabulary, analysis, word studies, vocational dictation, speed-progression tests—in brief, a Systematic Speed Course for Advanced Writers.

Five one-hour periods per week.

2A. TYPING I (I).**2 units**

A skill subject of college grade designed to teach the fundamentals of touch typing in the shortest possible time. Training is also given in the arrangement of typewritten material with special reference to commercial forms, tabulation and billing, specifications, legal forms, and preparation of manuscripts.

Five one-hour periods per week.

2B. TYPEWRITING II (I, II).**2 units**

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial type-writing, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods per week.

2C. TYPING III (I, II).**2 units**

Expert typing drills, tabulating, billing, problems involving the working out of real office jobs under office conditions, including dictaphone practice.

Five one-hour periods per week.

3. FILING (II).**2 units**

The complete science of indexing and filing is taught by the Practice Method, strictly up-to-date filing outfits being used. A thorough ground-work is given in the principles of indexing, after which the student is made familiar with all the methods of correspondence filing such as: the Triple Check Automatic Index, Varidex Alphabetic, Subject, Numeric, and Geographic. Particular attention is given to methods of cross-indexing, coding, and follow-up or tickler systems.

Two one-hour periods per week.

69. SECRETARIAL TRAINING AND OFFICE PRACTICE (I).**3 units**

A thorough study of administrative economics planned to give the student a knowledge of the business executive's most important problems.

A study will be made of the following machines: Dupligraph, Multi-graph, Addressograph, Mimeograph, Mimeoscope, Stenotype, Burroughs, Monroe, and Sunstrand Calculators, Postage Stamp Machines, Dictaphones, and Ediphones.

During the course consideration will be given to such subjects as: The use of the telephone, telegrams, cablegrams, radiograms and wireless services, filing, stencil cutting, and business graphics.

The course will include secretarial practice on the campus and in Arcata business offices under the supervision of the faculty of the Department of Commerce.

Three one-hour periods per week.

STUDENT TEACHING AND EDUCATION COURSES

Student teaching offers one of the most profitable experiences a student has while in college. Through his teaching he learns to adapt himself to all types of personalities at the various grade levels.

Before beginning this important piece of work, the students will have been passed upon by the President and the Dean of Women as being young people possessing personality traits that are essential to those who are entering the teaching profession. In addition to this the students must have satisfactorily passed the health examination, the aptitude test, the fundamental tests, and have made a "C" average in the academic courses.

In so far as circumstances permit, the theory courses are conducted on a laboratory basis, being closely connected with the activities of the College Elementary School. This is especially true in Introduction to Education, Curriculum Activities, Teaching I, and the Practicums in Art, Music, and Physical Education. These courses serve the beginning teacher in many ways:

1. To gradually induct the student into teaching and thus increase his chances for success and to tend to prevent discouragement.
2. To direct the student's attention in a systematic manner to classroom conditions and activities.
3. To make it possible for the student to see and help carry on correct procedure from the first.
4. To make it possible for the student to see lessons taught by strong, resourceful teachers. The lessons observed serve as models to imitate, and a means for setting up standards of good teaching.
5. To provide the student with opportunities to learn to know children.
6. To help the student to become acquainted with books and materials of the classroom.
7. To help the student to become skillful in using correct procedures.
8. To give the student a view of the entire school curriculum.
9. To help to develop a professional attitude and to establish ideals of service among students.

Credits required in the professional courses are as follows:

Children's Literature-----	3	units
Educational Psychology-----	3	units
Curriculum Activities-----	3	units
Introduction to Education-----	3	units
Practicum in Art-----	2	units
Practicum in Music-----	2	units
Practicum in Physical Education-----	1½	units
Growth and Development-----	3	units
Teaching I-----	2	units
Teaching II-----	8	units
Philosophy of Education-----	3	units

In the senior year each student has entire charge of a grade for one-half day. He teaches in an upper grade for a nine-weeks' period and again in a lower grade for a nine-weeks' period.

After the student completes his teaching he takes a course in Philosophy of Education. Through this course an attempt is made to help him build up for himself a philosophy of education and thus a philosophy of life.

100. INTRODUCTION TO EDUCATION (I, II). 3 units

An orientation course dealing with the background and essential characteristics and significance of education in its opportunity for service to the individual as well as to society in general. Educational factors, both within and without the school, involving practical objectives and procedures concerned in the problem of education are analyzed. Such a study includes the professional aspects of teaching as well as the opportunity and responsibility of the citizen layman in insuring the greatest benefit of education to all concerned.

Three one-hour periods per week.

102. HISTORY OF EDUCATION IN THE UNITED STATES.

2 units

This course presents the historical background and development of public education in America including the essential features of European education in its direct influence on our educational system. Its purpose is to give the student and teacher a practical understanding and appreciation of the progress of education and its vital bearing on the work of the teacher of today.

Two one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (I, II).

3 units

General Psychology is prerequisite to this course. It involves the study of the learning activity of the individual from both the standpoint of the learner and the teacher. It includes the psychological principles involved

in the teaching of subject matter as well as in extra-instructional activities involved under actual teaching conditions and procedures.

Three one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD (II).

3 units

This is a study of the psychological as well as the social development of the child up to and including the adolescent period. The important aspects of mental hygiene as it concerns the intellectual and emotional growth are emphasized primarily from the point of view of the teacher. The purpose of this course is to provide the teacher and youth a practical and reliable understanding and appreciation of child growth and development as the result of home, school, and community factors.

Three one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS

(I).

3 units.

This is an introductory course which deals with the general nature of tests and their use as well as with the diagnostic and remedial procedures which should follow all testing. The vital relationship between achievement and mental tests and successful follow-up work in teaching is emphasized. The treatment of statistical information is limited to that which is directly usable in classroom instruction.

Three one-hour periods per week.

124. PHILOSOPHY OF EDUCATION (II).

3 units

This course will include (a) a brief survey of some aspects of contemporary social life of America; (b) an analysis of the view points of American educators; (c) an effort to explore the more general social theories or philosophic points of view which lie back of educational practices and theories in America and abroad.

Three one-hour periods per week.

133. CURRICULUM ACTIVITIES (I, II).

3 units

This course is based upon Language Arts. It is divided into three parts, the first part dealing with methods of teaching reading, writing, spelling, and language in the primary grades; the second part emphasizing elementary science; and the third part emphasizing social science as the core of an integrated curriculum.

Three one-hour periods per week.

191. CHILDREN'S LITERATURE (I, II).

3 units

A survey and comprehensive study of the various phases of children's literature for grades one to eight, inclusive. The purpose of the course is to familiarize students with content and types of stories and poems suitable for use in different grades; to develop some personal appreciation of the material, and to give methods of applying it.

Three one-hour periods per week.

192. CURRICULUM AND MATERIALS FOR KINDERGARTEN-PRIMARY.

3 units

A study of the curriculum, materials, and teaching techniques in the

kindergarten-primary grades. Observation of lessons taught for demonstration purposes.

Two one-hour periods per week.

310. TEACHING I (I, II).

2 units

Teaching I consists of observation, participation, individual and group teaching.

Five one-hour periods per week.

320. TEACHING II (I, II).

8 units

Students will teach in the College Elementary School or one of the near-by schools. Those students who are working for General Elementary and Junior High credentials will teach in the elementary school and in junior high school. This teaching will be under normal schoolroom situations.

Fifteen hours per week for one semester.

Directed teaching is offered in the following fields: Elementary School, Junior High School, Kindergarten-Primary, Art, English, Industrial Arts, Music, Physical Education, Science, and Social Science.

321. TEACHING III (I, II).

2 or 3 units

This course provides an opportunity for students of exceptional ability to do advanced teaching which will include work with clubs, community organizations, special subjects, or experimentation with methods of teaching.

Five one-hour periods per week.

388. PRINCIPLES AND OBJECTIVES OF SCOUTING AND

OTHER TYPES OF BOYS' WORK (I).

2 units

The course is conducted in seminar fashion with discussion and the preparation of papers on various subjects. Discussion of the following topics is included: History of boys' work; the basic principles and conceptions of the movement; the organization of such a program in a community; requirements for adult leadership; summer camps, etc. This course will include practice in laboratory field work.

Two one-hour periods per week.

389. CAMP FIRE LEADERS TRAINING COURSE.

1 unit

A course designed to interest and provide preliminary instruction in camp fire leadership and other types of girls' work. It will include theory as well as practical technique.

One one-hour period per week.

COURSES FOR ADMINISTRATION AND SUPERVISION CREDENTIALS

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

Courses Leading to the Administration Credential and to the Supervision Credential, Class A

140. School Administration and supervision-----	2 units
111. Growth and Development of the Child-----	2 or 3 units
124. Philosophy of Education-----	2 units
115. Educational Tests and Measurements-----	2 or 3 units
102. History of Education in the United States-----	2 units
142. The Work of an Elementary School Principal-----	2 units
141. Supervision of Instruction (problems of supervision)-----	2 units
137. Rural Education -----	2 units
139. The Elementary School Curriculum-----	2 units

ENGLISH**ENGLISH A (I, II).**

This course gives drill in the mechanics of composition. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION (I, II). 3 units

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION (I, II). 3 units

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

10. THE ENGLISH LANGUAGE. 3 units

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

30. RECREATIONAL READING 1A (I). 1 unit

The purpose of this course is to introduce the student pleasurable to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half nonfiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE (I). 3 units

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE (II). 3 units

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

60. NEWS WRITING (I, II). 3 units

This course is for students wishing the special training necessary to write for newspapers. Students are shown what constitutes constructive

news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements.

Three one-hour periods per week.

106. VERSE FORMS.

3 units

A survey of the development of English verse forms, with practice in metrical analysis, and an application of knowledge acquired to modern poetry.

Three one-hour periods per week.

117. SHAKESPEARE.

3 units

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week. (Not given 1934-35.)

125C. THE ENGLISH NOVEL TO 1832.

3 units

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisite: English 56A and 56B. (Not given 1934-35.)

Three one-hour periods per week.

151. CHAUCER.

3 units

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

154A. MASTER SPIRITS OF LITERATURE (I).

3 units

A survey of the literary masterpieces of the world from the works of Homer to those of Goethe. The aim of the course is to teach an understanding of and an appreciation for the master spirits of literature.

Three one-hour periods per week.

154B. MASTER SPIRITS OF LITERATURE (II).

3 units

A continuation of 154A, covering the literary masterpieces from Goethe to Galsworthy.

Three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660.

3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan periods will be studied. Prerequisite: English 56A and 56B. (Not given 1934-35.)

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 to 1780.

3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B. (Not given 1934-35.)

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 to 1832. 3 units

Prose and poetry of the Romantic period will be studied. Prerequisite: English 56A and 56B. (Not given 1934-35.)

Three one-hour periods per week.

159. ENGLISH LITERATURE FROM 1832 to 1900. 3 units

Prose and poetry of the Victorian period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

Division of Speech and Drama**1A. PUBLIC SPEAKING 1A (I, II). 3 units**

A basic course in the fundamentals of speech planning and delivery. Much attention is given to the enriching of the student's background through the study and discussion of contemporary essays. The course aims to develop self confidence and poise through oral expression and to awaken interest in the events and problems of the modern world.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B (I). 3 units

A continuation of Public Speaking 1A with a more detailed study of speech planning, the technique of presentation, and the forms of address. Extensive practice is provided in extemporaneous speaking and debate. The materials used are the current happenings in politics, economics, science, art, and literature.

Three one-hour periods per week.

2A-2B. FUNDAMENTALS OF EXPRESSION AND INTERPRETATION (I, II). 3-3 units

This basic course in voice training and in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. (Not given 1934-35.)

Three one-hour periods per week each semester.

10. THEORY AND TECHNIQUE OF ACTING (II). 3 units

This course embraces the basic principles of Dramatic Art. It teaches the fundamentals of pantomime, impersonation, and oral expression as used on the modern stage. It is designed for students with little or no stage experience who wish to improve their speaking voices and to develop poise and self confidence.

Three one-hour periods per week.

25. DRAMATIC WORKSHOP H (I, II). 2 units

A laboratory course in play production which is open to students only by permission of the instructor. Instruction is offered in acting and in the technical practices of the stage with particular attention to the miscellaneous phases of stage-craft. There are no text book assignments and no examinations. All the time is spent in the actual work of preparing plays for public performance. For advanced students upper division credit will be given.

Three two-hour periods per week.

155A. PLAY PRODUCTION (I).**3 units**

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in *Dramatic Technique*, this advanced course includes such phases of theatrical technic as staging, lighting, costuming, and make-up. Choice of material for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. Prerequisite: *Dramatic Technique*.

Three one-hour periods per week.

155B. PLAY PRODUCTION (II).**3 units**

A course in drama, covering a wide range of plays of representative dramatists. Practice in writing plays; lectures on problems involved in play production, and actual work in directing is included.

Three one-hour periods per week.

FRENCH**FRENCH A (I, II).****3 units**

Elementary French. Beginner's course. Pronunciation, fundamentals of grammar, reading of simple texts dealing with the history and civilization of France. Prerequisite: English A course, or a satisfactory grade in the English A and French aptitude tests, or two years of another foreign language with a grade of C or better.

Three one-hour periods per week.

FRENCH B (I, II).**3 units**

Elementary French. A continuation of French A. Prerequisite: French A or one year of high school French.

Three one-hour periods per week.

FRENCH C (I, II).**3 units**

Intermediate French. Grammar review, reading of modern texts. Stress on reading. Prerequisite: Six units of college French (old courses AX and AY or new courses A and B), or two years of high school French.

Three one-hour periods per week.

FRENCH D (I, II).**3 units**

Intermediate French. Reading of modern short stories, plays, novels, and books descriptive of French civilization. Prerequisite: Nine units of college French (old courses A and B or new courses A, B, and C), or three years of high school French.

Three one-hour periods per week.

FRENCH 6 (II).**3 units**

Intermediate French. Grammar, composition, conversation, and reading. Prerequisite: Nine units of college French (old courses A and B or new courses A, B, and C), or three years of high school French.

Three one-hour periods per week.

HOME ECONOMICS**1. PROBLEMS IN CLOTHING SELECTION AND CONSTRUCTION (II).**

3 units

A course dealing with the fundamental problems of clothing selection and construction, including the selection of correct color, line, texture, and design as an expression of personality. The use of the commercial pattern and general sewing equipment will be considered and the actual construction of garments will be required.

One lecture and two two-hour laboratory periods per week.

9. HOMEMAKING I (I).

2 units

A general course dealing with the various phases of home life, aiming to train for the more efficient care and management of the home. The cost, planning and serving of meals, the care of the home, the care of children, and the social and economic problems of family relationships will be considered.

Open to freshmen and sophomore women.

Two one-hour periods per week.

10. HOSTESS COURSE (I).

3 units

A study of food combinations for healthful meals, the different types of meal service, and the etiquette involved in the service of each. A conscientious study of the courtesies of home, business, and professional life.

Open to all women students.

Three one-hour periods per week.

114. ADVANCED CLOTHING (II).

3 units

The design and construction of garments of various fabrics by the use of standard patterns. Emphasis placed upon selection and technique.

Outside reading and a term paper required.

One lecture and two two-hour laboratory periods per week.

132. HOUSE DECORATION AND FURNISHING (I).

3 units

A study of the principles of art as applied to house furnishing problems. Aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, and comfort.

One lecture, two two-hour laboratory periods per week.

INDUSTRIAL EDUCATION

5. POTTERY (I, II). 2 units
A basic course in an age old industry. Designing, casting, throwing, modeling, glazing, and firing.
Two three-hour periods per week.
7. MECHANICAL DRAWING (I, II). 2 units
A fundamental course in mechanical drawing covering orthographic, isometric and cabinet projections, intersection of solids, screws and threads, gears, cams, blue-prints, etc.
Two three-hour periods per week.
12. METAL ARTS (II). 3 units
A course in the application and uses of various metals. Grinding of stones, hammering of copper, casting with pewter and silver, silver plating, enameling, and soldering.
Three three-hour periods per week.
51. FUNDAMENTALS OF INDUSTRIAL EDUCATION. 3 units
A study of the fundamentals of Industrial Education, and its application to the teaching of the subject in the grades. This includes methods, courses of study, construction of objects suitable for grade work, and care and use of equipment.
Three one-hour periods per week.
105. ADVANCED POTTERY (I, II). 2 units
A serious study of the problems involved in pottery construction as applied to teaching and to commerce. Designing of different pieces, decorating of pottery, packing and firing of the kiln. A study of glazes and high temperature ware.
Two three-hour periods per week.
123. WOOD PATTERNMAKING AND THEORY OF FOUNDRY PRACTICE (I). 3 units
The construction of simple wood patterns, and the molding of these in sand followed by casting in the softer metals.
Three three-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY (I).****2 units**

A study of elementary trigonometry. Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

1. INTERMEDIATE ALGEBRA (II).**2 units**

Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Two one-hour periods per week.

2. MATHEMATICAL THEORY OF INVESTMENT (I). **3 units**

This course treats of the theories of interest and annuities applied to amortization, valuation, investments, and insurance. Prerequisite: Plane trigonometry and two years of high school algebra; or one and one-half years high school algebra and intermediate algebra.

Three one-hour periods per week.

3A. COORDINATE GEOMETRY (I).**3 units**

A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS (II).**3 units**

A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three one-hour periods per week.

10A-10B. PLANE SURVEYING (Yr.).**3-3 units**

Principles, field practice, calculations, and mapping. Prerequisite: Plane trigonometry and geometrical drawing.

Two two-hour lectures and one three-hour laboratory per week.

20. MATHEMATICS OF THE ELEMENTARY SCHOOL. **3 units**

A practical as well as cultural course in mathematics. The work includes certain habit formation in fundamental operations and principles essential to the manipulation of fractions, equations, and formula. Applications and supplementary materials are drawn from the history of mathematics, design, architecture, graphics, statistics, biological science, investment, indirect measurements, engineering, and elementary analysis. Prerequisite: Elementary Algebra and Geometry.

Three one-hour periods per week.

MUSIC**1A. INTRODUCTORY MUSIC READING—PIANO (I, II). 1 unit**

Study of the fundamentals of music and practice in reading music at the piano. The class will be divided into sections according to the ability of the students in piano. Introductory work will be given to those who do not already play.

Three one-hour periods per week.

1B. INTRODUCTORY SIGHT SINGING (I, II). 1 unit

Study of the fundamentals of music and practice in reading music at sight. Prerequisite to Public School Music.

Two one-hour periods per week.

3A. MUSIC HISTORY AND APPRECIATION 1A (I). 3 units

History of musical development from primitive times to the nineteenth century. Records are extensively used to illustrate this development.

Three one-hour periods per week.

3B. MUSIC HISTORY AND APPRECIATION 1B (II). 3 units

History of musical development through Romantic and Modern Eras. Records are extensively used to illustrate this development.

Three one-hour periods per week.

5A, B, C. WOMEN'S CHORAL ENSEMBLE (I, II). 1 unit

Part songs for women's voices. This course affords opportunity for the study of three-and four-part choral compositions, voice development, interpretation, building repertoire, and public appearance as a group. Try-outs are held by the director for applicants.

Two one-hour periods per week.

6A, B, C. MEN'S CHORAL ENSEMBLE (I, II). 1 unit

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter.

Two one-hour periods per week.

7A, B, C. A CAPPELLA CHOIR (I, II). 2 unit

The a cappella choir members are chosen by the director from the best voices in the men's and women's glee clubs. The choir presents several concerts before the public each year.

Two one-hour periods per week.

10A, B, C. ORCHESTRA (I, II). 1 unit

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary.

One two-hour period per week.

109. CONDUCTING (II). 2 units

Interpretation and baton technique as applied to choral and instrumental ensembles.

Two one-hour periods per week.

190. PRACTICUM IN MUSIC. 2 units

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two one-hour periods per week.

192. MUSIC APPRECIATION METHODS (I). 3 units

Organization of materials and procedure for teaching music appreciation in the elementary schools.

Three one-hour periods per week.

PHYSICAL EDUCATION

The Physical Education Department serves three needs:

- (1) To provide a varied program of wholesome, recreational physical activities.
- (2) To prepare the general elementary teacher to handle intelligently the physical education program in the elementary schools.
- (3) To prepare special teachers in physical education for elementary, junior high, and senior high schools.

Every student is required to take Hygiene, and every student carrying 12 or more units of work is required to take Physical Education unless excused by the Director of Health Service and Physical Education. This activity requirement is administered on the basis of two one-hour periods per week.

Freshmen men are required to take P.E. 50A, and freshmen women P.E. 52A. Every candidate for a teaching credential is required to take P.E. 190B; and P.E. 199 during the junior or senior year. During other semesters, students may select any activity course offered. Placement in a beginning or advanced section depends upon ability and previous training.

Courses for Men**50A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II).** $\frac{1}{2}$ unit

This course consists of a program of games such as touch football, basketball, volleyball, handball, and playground baseball. Some games of simpler type, and elements of tumbling are included.

50B-D. PHYSICAL ACTIVITIES (I, II).**62A-H. ATHLETICS (I, II).** $\frac{1}{2}$ or 1 unit

(1 unit per semester for first year.)

Football and basketball (fall semester).

Basketball, baseball, track and field (spring semester).

192A. METHODS IN COACHING (I).

1 unit

The theory of coaching football, soccer, speedball, and basketball. A study of the various systems of individual and team offense and defense.

192B. METHODS IN COACHING (II).

1 unit

The theory of coaching baseball, track and field, and tennis. A study of the various systems.

Courses for Women**52A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II).** $\frac{1}{2}$ unit

A course to give the entering student an opportunity to participate in activities which demand and develop fundamental skills such as running, throwing, catching, and relaxing, in at least one team game, and in

activities which help correct the more prevalent deviations from normal body functions or normal body mechanics.

61A-B. NATURAL DANCING (I, II). $\frac{1}{2}$ unit

63A. FIELD HOCKEY AND VOLLEYBALL (I). $\frac{1}{2}$ unit

63B. BASKETBALL, BASEBALL AND SPEEDBALL (II). $\frac{1}{2}$ unit

193A. METHODS IN COACHING (I). 1 unit

Field hockey, soccer, speedball, volleyball, handball.

193B. METHODS IN COACHING (II). 1 unit

Basketball, baseball, tennis, track and field.

Courses for Men and Women

2. HYGIENE (I, II). 2 units

An informational course in personal hygiene developed through reading, discussion, lectures, and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned. Principles of First Aid are included during the course.

Two one-hour periods per week.

54A-D. RESTRICTED ACTIVITIES (I, II). $\frac{1}{2}$ unit

Limited individual exercise for students who are excused from the regular activity courses. The nature of the work offered will be governed in each case by the recommendation of the College Physician.

Two one-hour periods per week.

60A-B. CLOG AND TAP DANCING (I, II). $\frac{1}{2}$ unit

64A-C. TENNIS (I, II). $\frac{1}{2}$ unit

66A-C. ARCHERY (I, II). $\frac{1}{2}$ unit

69. INDIVIDUAL SPORTS (I, II). $\frac{1}{2}$ unit

Badminton, Deck Tennis, Paddle Tennis, Table Tennis, Horseshoes, Hiking.

100. FREE PLAY ARCHERY, FREE PLAY GOLF, FREE PLAY HANDBALL, or FREE PLAY TENNIS (I, II). $\frac{1}{2}$ unit

Open to senior students who have had previous instruction in the activity and who are approved by the staff.

190B. METHODS IN SINGING GAMES AND FOLK DANCES (I, II). $\frac{1}{2}$ unit

Participation in and conduct of singing games and folk dances suitable for children of the elementary school and junior high school.

190C. ADVANCED FOLK DANCING (II). $\frac{1}{2}$ unit

Recreational folk dancing. Prerequisite: P.E. 190B.

151. APPLIED KINESIOLOGY AND METHODS IN CORRECTIVE PHYSICAL EDUCATION. 4 units

The combined course includes a study of the anatomy of muscles, bones, joints, and the nervous system as a basis for understanding bodily movement in exercise and sports; the principles underlying good body mechanics; the causes, correction and prevention of postural defects; methods of relaxation; the place of Corrective Physical Education in the school program, equipment facilities and procedure; the fundamentals and practice of massage. Much of the work is practical. No prerequisites except upper division standing.

Four one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION (I). 3 units

The purpose of this course is to evaluate the history of physical education, to weigh present problems in the field, to set up a code of ethics for professional workers, and to formulate aims and objectives in physical education.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION (II). 3 units

The examination of the principles and administration of all the agencies engaged in the promotion of community recreation for the pre-school child, the school age child, and the post school group. Practical work in community playground supervision is required.

Three one-hour periods per week.

195. METHODS IN HEALTH EDUCATION (II). 2 units

A study of the principles underlying Health Education as a school program rather than as a teaching subject. Stress is laid on the organization and administration of the health service program as well as on methods in health teaching.

Two one-hour periods per week.

199. PRACTICUM IN PHYSICAL EDUCATION (I, II). 1½ units

The practical organization of the physical education program in grades I through VIII. This includes a study of the needs of the child, of the activities involved, of the leadership of the child in these activities, of the organization of all phases of the program, and of observation of children engaged in physical education activities.

One class hour, two activity hours, and one observation hour per week.

SCIENCE, BIOLOGICAL AND PHYSICAL**Requirements in Biological Science**

A minimum of 15 units of science credits required, of which three credits must be upper division. The lower division credits must include one from each of groups A, B, and Group C.

A. 1. General Biology 1A-1B

or

2. Zoology 1A-1B

or

3. Zoology 1A and Physiology 1**4. Botany 2A-2B.****B. 1. Chemistry 1A**

or

2. Physics 1A and Physics 1B

or

3. Physics 10 and Geology 1A.**C. Classification of Flowering Plants.****D. Vertebrate Zoology.**

The major must include nine additional upper division units in Biological Science.

Biology**1A. GENERAL BIOLOGY (I).****3 units**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled organism; the many-celled plants and animals; the manufacture and utilization of food growth; waste, elimination and death of organism.

Two one-hour and one two-hour periods per week.

1B. GENERAL BIOLOGY (II).**3 units**

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Two one-hour and one two-hour periods per week.

10. FIELD BIOLOGY (I, II).**1, 2, 3 units**

A study of mammals and birds in the field, their distribution, capture, and preparation into study skins. The course will include demonstrations and field trips.

One one-hour lecture and laboratory periods.

Botany

NOTE.—Arcata is an excellent location for all kinds of botanical study. Ocean reefs are located within four miles, a heavy coniferous forest

adjoins the campus on the east and within forty miles horizontal travel one may reach all altitude ranges from sea level to five thousand feet.

The facilities of the department include well equipped laboratories, an herbarium of local flora and a greenhouse.

2A. GENERAL BOTANY (I). 4 units

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour lecture and two three-hour laboratory periods per week.

2B. GENERAL BOTANY (II). 4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour lecture and two three-hour laboratory periods per week.

4. CLASSIFICATION OF FLOWERING PLANTS (II). 3 units

Lectures on the principles of classification; laboratory exercises on plant structure; practice in determinations by means of a manual. No prerequisite.

One one-hour lecture and one three-hour laboratory periods per week.

7. EXPERIMENTAL PLANT PHYSIOLOGY (I). 4 units

Study of fundamental life processes of plants, such as absorption, conduction, photosynthesis, and respiration. Prerequisite: Botany 2A-B and Chemistry 1A. (Not given 1934-35.)

Two one-hour lecture and two three-hour laboratory periods per week.

10. FLORICULTURE (II). 3 units

The propagation and culture of the more common annuals and bulbous plants grown in California gardens, the preparation of soils and planting of flower beds, application of simple principles of design to home grounds, the use of fertilizers, preparation and application of spraying materials.

One one-hour lecture and one three-hour laboratory periods per week.

104A. FOREST BOTANY (I). 3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms. Prerequisite: Botany 2A-2B. (Not given 1934-35.)

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS (II). 3 units

A study of representative orders of flowering plants; their habits and growth, structure, classification and geographical distribution. Prerequisite: Botany 2A-2B.

Two three-hour laboratory periods and three hours field work per week.

Chemistry

1A. GENERAL INORGANIC CHEMISTRY (I). 5 units

Subject matter: The theories and principles underlying modern chemistry. Prerequisite: High school chemistry.

Three one-hour lecture and two three-hour laboratory periods per week.

1B. GENERAL INORGANIC CHEMISTRY (Continued) (II).

5 units

Subject matter: The qualitative properties of the several elements and their compounds; the chemistry of various industrial processes and commercial preparations. Prerequisite: Chemistry 1A.

Three one-hour lecture and two three-hour laboratory periods per week.

Geology**1A. GENERAL GEOLOGY (I, II).**

3 units

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

1B. HISTORICAL GEOLOGY.

3 units

A study of the origin and geological history of the earth, the animal and plant types evolved, with emphasis on the geological formations.

Three one-hour periods per week. A few field trips and some laboratory work by arrangement.

Physics

Introductory Note: Physics 1A and 1B together constitute the first half of a four-semester course in general physics. The extended nature of the Physics 1A-1B course makes it primarily suitable to the needs of students majoring in physics, engineering, chemistry, and architecture.

1A. MECHANICS (I).

3 units

Prerequisite: High school trigonometry; high school chemistry or physics recommended.

Two one-hour lecture and one three-hour laboratory period per week.

1B. HEAT AND THE PROPERTIES OF MATTER (II).

3 units

Prerequisite: High school chemistry, high school physics, or Physics 1A.

Two one-hour lecture and one three-hour laboratory period per week.

10. INTRODUCTION TO PHYSICAL SCIENCE.

3 units

A course dealing with the nature of matter and energy. Intended to enable the student teacher to learn something of the latest knowledge in the field of physical science. Among the general topics discussed during the course and illustrated with lecture experiments are: planetary and stellar astronomy, heat, light, sound, electricity, and atomic structure. One quiz section is provided for discussion in small groups.

Three one-hour lectures and one one-hour review section per week.

Physiology**1. INTRODUCTORY PHYSIOLOGY (II).**

4 units

A general introductory course on human physiology, presented through lectures, recitation, demonstration, and laboratory work.

Two one-hour lecture and two three-hour laboratory periods per week.

Zoology**1A. GENERAL ZOOLOGY (I).****4 units**

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY (II).

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

113. GENERAL VERTEBRATE ZOOLOGY (I).**3 units**

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics. Prerequisite: Zoology 1A-1B.

Two one-hour lectures, and one three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION.**3 units**

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution. Prerequisite: Zoology 1A-1B.

Three one-hour periods per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS (I, II). 3 units**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS (II). 3 units

A continuation of course 1A, dealing with the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system, with emphasis on modern trends in economic planning.

Three one-hour periods per week.

11. ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES (I, II). 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Prerequisite: Economics 1A.

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING (I). 3 units

A study of the nature and function of money and credit followed by a study of the structure and functions of the most important financial institution in American economic society: commercial banks, savings banks, trust companies, investment bankers, agricultural banks and the Federal Reserve System. Emphasis is laid on the study of Federal reserve credit policy and banking reconstruction under the "New Deal." Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

150. LABOR ECONOMICS (I). 3 units

A survey of the main forces and factors which give rise to modern labor conditions and problems followed by a study of the more specific labor problems related to wages, hours of work, conditions of work, unionism, economic security and industrial relations. Particular attention given to the changes in labor organization, wages, hours, etc., under the NRA. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

188. CONTEMPORARY ECONOMIC AND SOCIAL PROBLEMS**(II).****3 units**

Selected problems of vital importance today: changes brought about by the new technology; unemployment and plans for social insurance; important legislation for economic recovery; and recent tendencies in economic planning. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION**(II).****3 units**

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE (II).**3 units**

A study of the theory of international trade, balance of trade and payments, foreign exchanges and foreign trade financing, international debts, government control and direction of international trade. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

Geography**1. ELEMENTS OF GEOGRAPHY (I).****3 units**

Treating of earth, air, and water as affecting life and human affairs; emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, etc., and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY (I, II). 3 units

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, etc., and such other subjects as are treated in "The Geographic Basis of Society," by Huntington and Carlson, supplemented by class reports on regional geography.

Three one-hour periods per week.

History**4A. HISTORY OF WESTERN CIVILIZATION (I, II). 3 units**

The cultural, religious, institutional, political and economic foundations of modern European history; a rapid survey of ancient, medieval,

and modern history to the eighteenth century.

Three one-hour periods per week.

4B. HISTORY OF WESTERN CIVILIZATION (I, II). 3 units

The strategic, political, economic, and cultural foundations of contemporary European and world history, with emphasis upon international relations. The course covers the period from the eighteenth century to the present.

Three one-hour periods per week.

147. CONTEMPORARY WORLD POLITICS (II). 3 units

Europe since 1870; the causes of the World War; new European and the world on a basis of the treaties of peace; contemporary international relations.

Three one-hour periods per week.

**153. ENGLAND UNDER THE TUDORS AND STUARTS,
1485-1714 (I). 3 units**

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan Revolution, the Civil War, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750 (II). 3 units

An account of the older overseas empire and its transformation; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and in the Pacific. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

**165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION
(I, II). 3-3 units**

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative methods in the control of backward peoples. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

189. HISTORY OF THE PACIFIC COAST (I). 3 units

The Spanish period; the frontier in American history; the conquest and development of the Pacific coast region of the United States.

Three one-hour periods per week.

Philosophy

5A. INTRODUCTION TO PHILOSOPHY. 3 units

An elementary survey of the fundamental concepts and issues in ethics, logic, metaphysics, religion, ontology, and the theory of knowledge.

Illustrations are drawn from the philosophical sources including the philosopher poets and contemporary writers.

Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY. 3 units

A special consideration of the basic problems of philosophy including historical references to solutions presented in the past. Lectures, reading, and discussions with appropriate tests.

Three one-hour periods per week.

Political Science

1A. COMPARATIVE GOVERNMENT. 3 units

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy. Not offered 1934-1935.

Three one-hour periods per week.

1B. CORPARATIVE GOVERNMENT. 3 units

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States. Not offered 1934-1935.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT (I, II). 3 units

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the Constitution; development by legal interpretation and political practice; the Constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States Constitution established by the Legislature of California.

Three one-hour periods per week.

Psychology

1. GENERAL PSYCHOLOGY (I, II). 3 units

This course introduces the student to the field of mental life. The physical basis of mind, the nature of mental processes and a study of human behavior, both introspectively and objectively, are the central themes of study. Class work and study is interpreted in terms of personal experience as far as possible.

Three one-hour periods per week.

INDEX

	Page		Page
Administration	5	Industrial Education	82
Administration Credential	51	Institute Service	40
Admission	12	Junior H. S. Credential	45
Advanced Standing	14	Kindergarten-Primary Club	36
Alumni Association	40	Kiwanis Club Award	38
Aptitude Test	16	Letters and Science	29
Art	67	Library	29
Assemblies and Entertainments	36	Living Arrangements	23
Associated Men Students	35	Loan Fund	26
Associated Students	31	Location	28
Athletics	32	Lower Division Courses—	
Biology	89	Letters and Science	59
Board of Control of Student		Commerce	60
Body	32	Agriculture	62
Bookstore	27	Forestry	63
Botany	89	Pre-Dental	64
Calendar	4	Pre-Engineering	65
Campus	29	Pre-Medical	65
Campus Life	28	Pre-Nursing	66
Chemistry	90	Pre-Pharmacy	66
Chi Sigma Epsilon	37	Marking System	18
Chi Sigma Epsilon Medal	38	Mathematics	83
Civic Club	35	Matriculation in Other	
Class Attendance	21	Institutions	14
Classification of students	18	Music	84
College Elementary School	30	Musical Organizations	33
Commerce	69	Normal Program	17
Counseling Agencies	34	Official Directory	5
Courses of Instruction	67	Orientation	17
Course Numbers	18	Philosophy	95
Degree Courses—		Physical Education	86
General Elem. Credential	41	Physical Education Credential	49
General Junior H. S.		Physical Examination	16
Credential	45	Physiology	91
Physical Education	49	Physics	91
English	55	Pi Alpha Pi	36
Social Science	57	Placement Service	39
Disqualification	21	Political Science	96
Dramatic Fraternity	33	President's Cup	37
(Alpha Psi Omega)		Probation	21
Dramatic Workshop	33	Pro Musica	34
Economics	93	Recreation	30
Elementary Credential	41	Registration	15
English	77	Reports	19
English A Examination	16	Rousers	38
Executive Committee of Student		Scholarship Index	18
Body	32	Scholarship Regulations	19
Expenses	23	Science, Biological and Physical	89
Extension Service	39	Self Help	26
Extra-Curricular Activities	22	Semester Unit	17
Faculty	7	Social Life	34
Faculty Committees	11	Social Science	93
Fees	24	Speakers' Bureau	33
French	80	Speech and Drama	79
Fundamentals	23	Student Honors	37
General Information	12	Student Programs	17
General Regulations	15	Student Teaching and Education	
Geography	94	Courses	72
Geology	91	Student Teaching Requirements	20
Graduation Requirement	19	Supervision Credential	53
Health Service	16	Withdrawal from College	20
History	94	Withdrawal from Courses	20
Historical	28	Women's Athletic Association	32
Home Economics	81	Y. M. C. A.	36
Honor Points	19	Zoology	92
Humboldt Science Club	35		

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HUMBOLDT
STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1935-1936



ARCATA, CALIFORNIA
MAY, 1935

CALIFORNIA STATE PRINTING OFFICE
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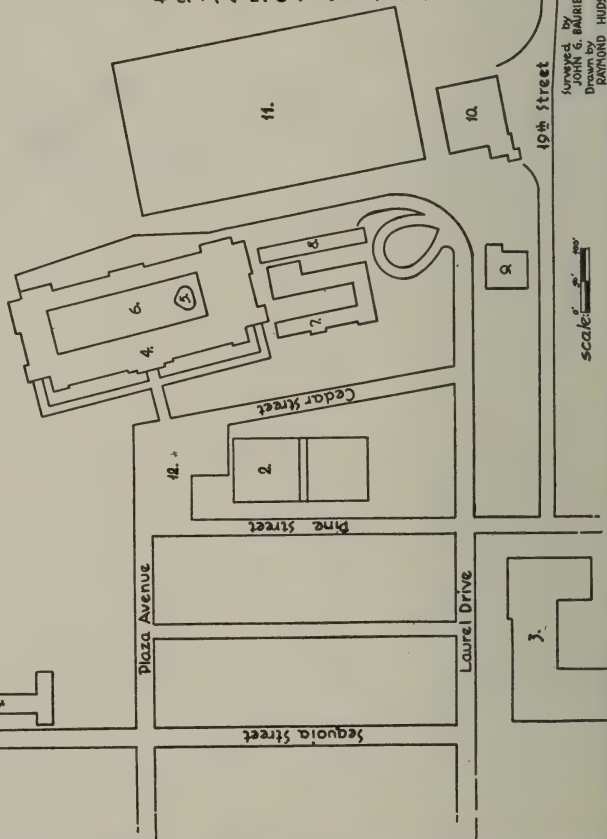
HUMBOLDT STATE TEACHERS COLLEGE

ARCATA, CALIFORNIA



LEGEND

1. Sunset Hall
2. Tennis Courts
3. Training School
4. Administration Building
5. Fountain
6. Court
7. Commons
8. Industrial Arts Building
9. President's House
10. Gymnasium
11. Athletic Field
12. Parking Space



Surveyed by
JOHN G. BAUBEREL, DOUGLAS SCHULER
Drawn by
RAYMOND HUDSON

scale: 0' 100'

HUMBOLDT STATE TEACHERS COLLEGE

CIRCULAR OF INFORMATION

COLLEGE YEAR 1935-1936

A State College for the Training of Teachers for the Public Schools
and for General College Work in the Lower Division

Entered as second-class matter, April 4, 1916, at the post office at Arcata,
California, under the act of August 24, 1912



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INTRODUCTORY

CALENDAR, 1935-1936

Fall Semester 1935

Tuesday, September 4-----Freshman Registration, 1 p.m. to 5 p.m.
Wednesday, September 4-----General Registration, 9 a.m. to 5 p.m.
Thursday, September 5-----Instruction begins
Monday, September 9-----Admission Day
Monday, November 11-----Armistice Day
Thursday, November 28, to Sunday, December 1-----Thanksgiving recess
Saturday, December 21, to Sunday, January 5-----Christmas holidays
Monday, Tuesday, Wednesday, Thursday, January 13-16-----
-----Semester examinations

Spring Semester 1936

Monday, January 20-----General Registration, 9 a.m. to 5 p.m.
Tuesday, January 21-----Instruction begins
Saturday, April 4, to Sunday, April 12-----Spring Vacation
Monday, Tuesday, Wednesday, Thursday, May 25-28-----
-----Semester examinations
Friday, May 29-----Commencement

Summer Session 1936

Six weeks—June 22 to August 1

Term 1A—June 22 to July 11

Term 1B—July 13 to August 1

OFFICIAL DIRECTORY

HUMBOLDT STATE TEACHERS COLLEGE

Administered Through

the

STATE DEPARTMENT OF EDUCATION

State Board of Education

DR. LEWIS P. CRUTCHER, President

ALLEN T. ARCHER

J. R. GABBERT

ARMISTEAD B. CARTER

R. E. GOLWAY

J. HAROLD DECKER

DANIEL C. MURPHY

MISS ALICE H. DOUGHERTY

MRS. FLORENCE C. PORTER

MISS ALICE ROSE POWER

Executive Officers

VIERLING KERSEY-----Director of Education

SAM H. COHN-----Deputy Director of Education

WALTER E. MORGAN-----Assistant Superintendent
and Chief, Division of Research and Statistics

MRS. IRENE TAYLOR HEINEMAN-----
-----Assistant Superintendent of Public Instruction

MRS. EVELYN A. CLEMENT-----
-----Chief, Division of Teacher Training and Certification

WALTER R. HEPNER-----Chief, Division of Secondary Education

HELEN HEFFERNAN-----
-----Chief, Division of Elementary Education and Rural Schools

DR. IRA W. KIBBY-----Chief, Bureau Business Education

W. H. ORION-----Chief, Division of Health and Physical Education

DR. J. A. BURKMAN-----Teachers College Adviser

Officers of Administration

ARTHUR S. GIST	President
HOMER P. BALABANIS	Vice President
IMOGENE B. PLATT	Registrar
JESSIE T. WOODCOCK	Financial Secretary
C. E. GRAVES	Librarian
EMILY M. GRAVES	Acting Assistant Librarian
SARAH M. DAVIES	Secretary to the President
ALICE E. SEQUIST	Clerk
MARGARET BROOKINS	Clerk
LOUISE C. STRUVE	Dean of Women and Head Resident, Sunset Hall

Directors

LEO G. SCHUSSMAN	Director of Teacher Training
IMOGENE B. PLATT	Director of Placement Bureau
ANN V. CRAIG	Director of Health Service
MAURICE HICKLIN	Director of News Service
LOUISE C. STRUVE	Director of College Commons

FACULTY

GIST, ARTHUR S., M.A.

PRESIDENT.

B.Ed., M.A., University of Washington; additional graduate study, University of California and Columbia University. Elementary School Principal, Seattle, Washington, and Oakland, California; Director Teacher Training, San Francisco State Teachers College; Lecturer in Education, University of Washington; Lecturer in the Extension Division, University of California; Summer Session Faculty, University of Utah, George Peabody College for Teachers, University of Southern California. Author: Elementary School Supervision; Administration of an Elementary School; Clarifying the Teacher's Problems; Administration of Supervision; The Teaching and Supervision of Reading (coauthor); New Stories from Eskimo Land (coauthor). Editor of Yearbooks, Department of Elementary School Principals, National Educational Association.

ARNOLD, HOMER L., M.A.

PROFESSOR OF MATHEMATICS.

Bachelor of Accounts, International Business College, South Bend, Indiana; B.S., Indiana State Teachers College (Eastern Division); A.B., University of Indiana; M.A., University of Chicago; additional graduate study, University of Chicago, Stanford University, University of Michigan. Elementary and high school teacher; High school principal; Head, Department of Education and Psychology, New Mexico State Normal School.

BALABANIS, HOMER P., Ph. D.

VICE PRESIDENT AND PROFESSOR OF SOCIAL SCIENCE.

Ph.B., University of Chicago; M.A., University of Chicago; Ph.D., Stanford University. Assistant, School of Commerce and Administration, University of Chicago; Teaching assistant, Department of Economics, Stanford University; Summer Session Faculty, San Jose State Teachers College; Director of Summer Session, Humboldt State Teachers College; Author: The American Discount Market.

BESTOR, RUTH E., M.A.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., M.A., Columbia University. Kindergarten and First Grade Teacher, Kalamazoo, Michigan; Critic Teacher, Western State Normal; Demonstration First Grade, Western State Normal; Critic Teacher, Kindergarten, University of California at Los Angeles; Demonstration Kindergarten, University of California at Los Angeles; Teacher, Second Grade, Progressive School of Los Angeles; Summer Session Demonstration Teacher, Columbia University.

CLUXTON, HENRY T., M.A.

ASSOCIATE PROFESSOR OF EDUCATION.

B.S., Ohio Normal University; A.B., M.A., University of Denver; additional graduate study, Stanford University. Principal of elementary schools, Denver; Director of Training School, University of Denver; Summer Session Faculty, Chico State Teachers College.

CRAIG, ANN V., M.A.

PROFESSOR OF PHYSICAL EDUCATION.

A.B., Mills College; M. A., Columbia University. Assistant in Physical Education, Mills College; Acting Head, Department of Physical Education for Girls, David Starr Jordan High School, Los Angeles; Mills College Field Hockey and Sports Camp; Summer Session Faculty in Physical Education, University of Virginia; Instructor in Physical Education, Occidental College.

DAVIES, SARAH, B.S.

SECRETARY TO THE PRESIDENT.

B.S., Linfield College. Secretary to Superintendent of Schools, Longview, Washington; Secretary to the President of Linfield College; Student Assistant in the Department of Business Administration, Linfield College, McMinnville, Oregon.

DICKSON, BELLE L., M.A. ASSISTANT PROFESSOR OF EDUCATION.

A.B., University of Washington; M.A., University of Chicago. Teacher in elementary schools, Spokane, Washington. Author: Plans and Activities for the Primary Grades, Activities in Progressive Education.

FOLSOM, ELMA McCANN, M.A. ASSOCIATE PROFESSOR OF ENGLISH.

A.B., Washington State College; M.A., Washington State College; additional graduate study, University of California, Emerson School, University of Oregon, Stanford University. Instructor in Elementary Department, Washington State College; Instructor in English in Seattle High Schools; Professor of English, Michigan State Normal College, Ypsilanti, Michigan.

GRAVES, C. EDWARD, A.B. LIBRARIAN.

A.B., Wesleyan; New York State Library School; Instructor, Wesleyan University; Assistant, University of Illinois Library; Librarian, Minnesota Historical Society.

HICKLIN, MAURICE, M.A. PROFESSOR OF ENGLISH.

A.B., University of Missouri; B.J., School of Journalism, University of Missouri; M.A., Stanford University. Graduate teaching assistant, the University of Missouri; Instructor and Commandant of Cadets, St. John's Military School, Salina, Kansas; Instructor, University of Washington; graduate teaching assistant, Stanford University; Summer Session Faculty, University of California at Los Angeles.

HOWE, J. WENDELL, M.A. ASSISTANT PROFESSOR OF BIOLOGICAL SCIENCE.

B.S., Oregon State College; graduate study, University of California; M.A., Stanford University; additional graduate study, University of Chicago and Stanford University. Nurseryman; Instructor in high school science; Ranger-Naturalist, Yosemite National Park; Instructor in Cryptogrammic Botany and Invertebrates, Yosemite Field-School of Natural History.

JEFFERS, EDMUND V., M.Mus. ASSOCIATE PROFESSOR OF MUSIC.

B.M. Ed., Illinois Wesleyan University, Bloomington; M. Mus., Bush Conservatory, Chicago. Studied voice with Theodore Harrison and composition with Jeanne Boyd; studied choral technic and interpretation with Father Finn and John Smallman. Instructor in Music, High School, Antioch, Illinois; Supervisor of Music, Grade Schools, Antioch, Illinois.

JENKINS, HARRY L., M.D. COLLEGE PHYSICIAN.

A.B., University of California; M.D., University of California. Practicing physician in Humboldt County.

JENKINS, HORACE R., M.S. PROFESSOR OF INDUSTRIAL ARTS.

Graduate Central State Teachers College, Oklahoma, four-year Classical Course and three-year Art and Shop Course; additional study, Oswego State Normal School, University of California, University of Chicago, Columbian University, Stanford University; B.S., M.S., Oregon Agricultural College. Assistant in Art, Oklahoma State Teachers College; Supervisor of Industrial Arts in Iowa, Idaho, Oklahoma and California; practical experience in the trades and industries; experience as owner and manager of a commercial pottery shop.

JOHNSON, ADELLA, M.A. ASSOCIATE PROFESSOR OF MODERN LANGUAGES.

A.B., University of Minnesota; M.A., University of Washington; additional graduate study, University of Washington, Stanford University, Columbia University, University of Minnesota. Travel and study in France. Instructor in foreign languages, high schools

of Minnesota and Washington; Teaching Fellow in French, University of Washington; Instructor in French and Latin, State Teachers College, Spearfish, South Dakota.

LITTLE, STELLA SANKEY

PROFESSOR OF ART.

A.B., Stanford University graduate study, Stanford and the University of California; study of masterpieces in art in various art galleries of Europe; M.A., and Fine Arts Supervision Certificate, Columbia University; Summer Session, Eugene, and Post Session, Alaska, University of Oregon; Summer Session, University of Oregon. Art Instructor, Miss Harker's School for Girls; Summer faculty in Art, San Jose State Teachers College; Art Instructor and Supervisor in high school and grades, Colton, California; Instructor in Art at Stanford University.

MACGINITIE, HARRY D., A.B.

ASSISTANT PROFESSOR OF PHYSICAL SCIENCE.

A.B., Fresno State Teachers College; graduate study, Stanford University and University of California. Teacher, Caruthers Grammar School, Caruthers, California; Instructor, High School, Fresno, California; Instructor, Placer Union High School, Auburn, California. Author: The Trout Creek Flora of Southeastern Oregon.

MILLER, MRS. MAURINE

INSTRUCTOR IN VIOLIN

Studied violin from K. C. Conservatory, Edith Lane Brown, Antonio de Grassi, and Mishel Piastro. Violin instructor in private classes, 1922-1935.

NICHOLLS, WILLIAM CHARLES.

INSTRUCTOR IN PIANO.

Graduate Sherwood School of Music; studied piano and harmony under William Sherwood, Maurice Driver, Robert Tolmie, and William McCoy; master classes under Guy Maier, Leopold Godowsky, and Alfred Mirovitch. Teacher of private classes in piano and theory and of normal classes for piano teachers; Director of Oakland Conservatory of Music, Oakland, California.

OSTRANDER, MARIE CLARK, M.A. ASSOCIATE PROFESSOR OF MUSIC.

A.B., Humboldt State Teachers College; M.A., Stanford University. Supervisor of Music, San Diego City Schools; Summer Session Instructor, University of Southern California, San Francisco State Teachers College; member of University Extension Faculty, University of California. Author: Practical Hints for Class Room Music Teaching and Creative Music Education.

PLATT, IMOGENE B., A.B.

REGISTRAR.

A.B., University of Washington; graduate study, University of Washington and Stanford University. High School Instructor in Shelton, Everett, and Seattle, Washington.

POULTNEY, ROBERT H., M.S.

PROFESSOR OF BIOLOGICAL AND PHYSICAL SCIENCE.

B.S., Cornell University; M.S., Utah Agricultural College; additional graduate study, Hopkins Marine Station, Stanford University; University of California, and University of Chicago. Instructor, Rutgers College, New Jersey; Head of the Department of Biology and Nature Study, Southern Branch, University of Idaho, Pocatello, Idaho.

PURYEAR VERNON, J., Ph.D.

PROFESSOR OF SOCIAL SCIENCE.

A.B., Baylor University; M.A., University of Missouri; Student, Harvard University; research in England and France; Ph.D., University of California. Instructor, University of Missouri; Teaching Fellow, University of California; European Research Fellow of the Social Science Research Council; Summer Session faculty, University of Oregon; Professor of History and Political Science, Albany College. Author: England, Russia, and the Straits Question, 1844-56 (awarded Herbert Baxter Adams prize of the Amer-

ican Historical Association for 1931); research articles in European diplomatic and commercial history; in preparation: Diplomacy and International Economics in the Near East.

SCHUSSMAN, LEO GEORGE, M.A.

PROFESSOR OF EDUCATION AND PSYCHOLOGY.

Graduate of Oshkosh Normal School; Ph.D., University of Chicago; M. A., University of Wisconsin; additional graduate study, Stanford University and University of Wisconsin. Elementary and high school teacher; Elementary school principal; Superintendent of Schools; Principal, Outagamie County Normal School, Wisconsin; Director of Summer Session, Humboldt State Teachers College, 1925; Summer Session Faculty, Fresno State Teachers College.

SHOLTY, MYRTLE, M.A.

PROFESSOR OF EDUCATION.

Ph.B., University of Chicago; M.A., Teachers College, Columbia University; additional graduate study, Columbia University and Ohio State University. Elementary school teacher, Wabash, Indiana; Primary Critic, State Normal School, Stevens Point, Wisconsin; Primary Critic, State Teachers College, Moorhead, Minnesota; Sixth Grade Critic, School of Education, University of Chicago; Primary Supervisor and Extension Worker, State Normal School, Ellensburg, Washington; Primary Supervisor, Boise, Idaho; Elementary Supervisor, Spokane, Washington; Upper Grade Supervisor, State Teachers College, Santa Barbara, California.

STROMBERG, NOAH A., D.D.S.

COLLEGE DENTIST.

D.D.S., College of Physicians and Surgeons, San Francisco, California. Practicing dentist in Arcata.

STRUVE, LOUISE C.

DEAN OF WOMEN AND ASSOCIATE PROFESSOR OF HOME ECONOMICS.

A.B., Mills College; M.A., Teachers College, Columbia University; additional graduate study, Oregon State College and Pratt Institute; Dietitians' course, Fifth Avenue Hospital, New York City. High school instructor; Assistant Professor of Clothing, Oregon State College; Director of Home Management House, Kamehameha Schools, Honolulu.

TELONICHER, FRED, A.B.

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

A.B., Fresno State Teachers College; graduate study, Stanford University.

WILSON, BERT F., M.A.

PROFESSOR OF COMMERCE.

M. Accts., Western Normal College (Iowa); B.S., B.D., Western Normal College; M.A., Stanford University; additional graduate study, University of California, and University of Washington. Principal, Shenandoah Commercial Institute, Shenandoah, Iowa; Ten years an Iowa Banker; Instructor, Bookkeeping and Law, Lincoln High School, Tacoma, Washington; Head Department of Commerce, Senior High School, San Bernardino, California; Principal, Senior High Schools, California.

WILSON, GARFF BELL, M.A.

ASSISTANT PROFESSOR OF SPEECH.

A.B., M.A., University of California; travel and study in Europe; member of International Speaking Tour of the English Universities, 1930. Private class in Public Speaking and Dramatics, Los Angeles; Teaching Fellow, Department of English, University of California; Production Manager, Greek Theater Plays, University of California.

WOODCOCK, JESSIE TURNER

FINANCIAL SECRETARY.

Graduate Humboldt State Teachers College. Elementary school teacher; postal clerk; bookkeeper.

WRIGHT, MONICA, M.S.

ASSISTANT PROFESSOR OF PHYSICAL EDUCATION.

B.S., M.S., University of Washington. Supervisor of Sports, St. Nicholas School for Girls, Seattle, Washington; Teaching Fellow in Physical Education, University of Washington.

FACULTY COMMITTEES—1934-1935

Alumni

Mr. Jenkins
Mr. Schussman
Mr. Bert Wilson
Mrs. Woodcock
Mr. Howe

Recreation and Social Life (Faculty)

Miss Struve
Mrs. Little
Miss Bestor
Mrs. Ostrander
Mrs. Woodcock

Assembly

President Gist
President Student Body
Mrs. Ostrander
Mr. Jeffers

Registration

Mr. Hicklin
Miss Platt
President Gist

Curriculum

President Gist
Chr., Educ. Group
Head of Department concerned

Scholarship

Miss Platt
Mr. Schussman
Miss Dickson
Dr. Balabanis
Miss Johnson
President Gist

Honor Awards

Mr. Howe
Dr. Puryear
President Gist

Student Affairs

Miss Struve
Miss Craig
Dr. Balabanis
Two Students

Placement

Miss Platt
Mr. Schussman
President Gist

Student Loans

Mr. Bert Wilson
Miss Sholty
Mr. Poultney

GENERAL INFORMATION

The chief purpose of the teachers college is to train teachers for the public schools. Such training must have for its ideal the educational welfare of the child. An understanding of the child and of his unfolding needs will always have precedence over subject matter.

The aim of the Humboldt State Teachers College is to make available for its students the latest discoveries in the rapidly developing sciences of education and psychology, and to make the most progressive provisions for student teaching. The plan of the College is to closely relate theory and practice so that all theory becomes meaningful to students through experience in teaching. The presence of children in the College training school keeps uppermost in the student's mind the central purpose of the College. Since modern education requires teachers having the broad academic and cultural background necessary for enriched instruction, good citizenship, and full enjoyment of life, the College provides for the student a wide range of cultural and academic courses. It is highly desirable that prospective teachers plan to spend all four years of the teacher training course in an atmosphere devoted to both professional ideals and academic culture.

The present day plan of training teachers includes a thorough and enriched background of education before the actual professional work begins. This academic background is so broad that it is somewhat identical with the requirements of the first two years in many of the other professions. Humboldt therefore has for one of its secondary aims the providing of lower division work for students entering other professions.

The presecondary degree courses give an opportunity for prospective high school teachers to take their first four years at Humboldt.

ADMISSION

Alternative Qualifications

- I. Graduates of accredited public high schools of California, graduates of other high schools of California, and graduates of high schools of other states, recognized by

the presidents of the teachers colleges concerned as equal in rank to a public high school of California, who have completed a regular four-year course of study, may be admitted to undergraduate standing, classified as follows:

1. Clear Admission.

High school graduates who present 100 semester periods of recommended work (equal to ten recommended Carnegie units) and the principal's certificate of recommendation shall be granted clear admission. Graduates of a three year senior high school shall present 80 semester periods of recommended work (equal to eight recommended Carnegie units) earned in grades ten, eleven, and twelve.

2. Provisional Admission.

High school graduates who present less than the prescribed amount of recommended work, but who present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students.

At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students is made. Students having a general scholarship average of "D" are then granted clear admission; those having less than a "D" average are dropped from the College, or for sufficient reason continued as provisional students.

NOTE.—Humboldt accepts students with provisional standing as the College wishes to be as serviceable as possible to all students. However, experience shows that students entering with less than six recommending units find it difficult to qualify for graduation. It is advisable for such students to take a modified program the first semester.

II. Teachers holding valid credentials to teach in any county of the State may be admitted for further study. Such students may become candidates for a degree only when entrance deficiencies have been duly satisfied, as determined by the faculty of the College.

III. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided

they present satisfactory evidence of good moral character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the College.

IV. Applicants for Admission With Advanced Standing From Other Accredited Colleges. Credits earned in accredited colleges shall be evaluated by the State Teachers College to which admission is sought and advanced standing allowed on the basis of the evidence submitted. Credit toward the fulfillment of graduation requirements shall be allowed only in so far as the courses satisfactorily completed meet the requirements of the basic course pattern of the State Teachers College.

Credits earned in non-accredited colleges may be accepted as a basis for advanced standing only to the extent that the applicant can demonstrate to the satisfaction of the teachers college authorities that a satisfactory degree of proficiency has been attained in the courses in question.

From Junior Colleges. Credits earned in accredited junior colleges shall be evaluated by the teachers college to which admission is sought in accordance with the following provisions:

1. Not more than sixty-four semester hours of work may be allowed for credit.
2. No credit may be allowed for professional courses in education.

General Qualifications

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction.

Matriculation in Other Institutions

Courses taken at Humboldt are evaluated credit for credit at the University of California.

Graduates who have followed a full four-year course and have received the A.B. degree in the year 1928 or subsequent thereto, and who have not inverted the curriculum in the four-year program, will be admitted to graduate standing in the University of California on the presentation of their diplomas. Thus, they will be treated in just the same manner as graduates of colleges on the accepted list of the Association of American Universities. The amount of work to be taken at the University of California will depend upon the major subject which the student selects for graduate work. This can be determined only after the student has been interviewed at the University of California by the major department of his choice. Such procedure, however, applies without exception equally to graduates of all universities and colleges.

Our presecondary degrees are arranged for students who plan to teach in the high school. If the course chosen is carefully followed, students will be able, after a full year of graduate work, to secure at the University of California the general secondary credential which will authorize them to teach in the high schools of California.

The University of California Graduate Division finds that it is rarely if ever possible for a graduate with the A.B. degree from any institution to receive the high school credential and also the master's degree in one year.

DEGREE COURSES

The college offers curricula leading to the degree of Bachelor of Arts in the following major fields:

Elementary Education (Credential Course).

General Junior High School Education (Credential Course).

Kindergarten-Primary Education (Temporarily Discontinued).

Physical Education (Credential Course).

Biological Science.

English.

Social Science.

GENERAL REGULATIONS FOR STUDENTS

Registration

In order to have plenty of time to discuss with each student his special needs and to insure guidance by those qualified, whenever possible the College registers each student several

weeks in advance under a faculty advisor who is especially qualified to confer with students regarding their course of study.

New students, both freshmen and transfers, should make preliminary arrangements for registration and evaluation of transcripts before the opening of the term.

Students will meet at the College on the appointed days to complete formal registration and to pay all fees. Students registering after the appointed date are required to pay a late registration fee of \$2.

No student will be admitted after the second week of the semester except upon petition to the faculty through the Scholarship Committee.

Changes in registration made subsequent to the regular day of registration must be approved by the faculty advisor and the faculty members concerned.

English A

An examination in English fundamentals, known as the "English A" examination is given at the beginning of each semester. All entering except those who have taken the University of California English A examination or have passed a course in "English A" in some other college are required to take this examination; those who fail will be enrolled in the non-credit course in "English A."

College Aptitude Test

All new students are required to take the college aptitude test, notice for which will be given early in the semester.

Health Service and Examination

In order to safeguard the health of the students the College engages a college physician and maintains a health service whose purpose is to examine, counsel, and assist students. At least three medical examinations are given each student, as follows:

- (1) At entrance (including a dental examination).
- (2) Prior to teacher-training work.
- (3) Before graduation.

Emergency treatment is given in case of accident or illness. By special arrangement through the Health Department and the Student Body, with the cooperation of a local hospital, hospital service is being provided at special rates.

Physical Education

Every student carrying 12 or more units is required to take physical education unless excused by the Director of Health and Physical Education.

Orientation

An orientation course, meeting one hour a week, is required of all freshman students. This course provides an opportunity for analysis and discussion of college problems pertinent to beginning students, such as ideals, scholarship, adjustment, health, student government, methods of study, and matriculation in other institutions, and also for planning and conducting group activities for recreation and self-improvement.

Student Programs

Semester Unit

A semester unit represents quantitatively fifty-four clock hours of work. It is usually administered as one recitation per week for eighteen weeks with two hours of preparation for each recitation. It may be administered as three recitations per week for eighteen weeks without outside preparation.

Normal Program

Fifteen or sixteen units of work in addition to a half unit activity in physical education constitute an average program for a semester. According to the definition of semester unit given above this means forty-eight hours of actual work each week.

Variation from the normal program will be permitted only by action of the Scholarship Committee on written petition of the student. Such permission will be based on the demonstrated ability of the student, measured in terms of his "index of scholarship." The following chart is used as the basis for granting petitions for programs which vary from the normal program:

<i>Index of scholarship</i>	<i>Student load for following semester</i>
2.25-3.00-----	19½ units
1.75-2.24-----	18½ units
1.25-1.74-----	17½ units

The Scholarship Committee secures a health statement from the Health Department for all students who apply for more than $16\frac{1}{2}$ units of work.

In order to secure credit for their work students must have their programs approved by the faculty advisor.

A minimum program of $12\frac{1}{2}$ semester units, including physical education, is required for classification as a regular student.

Scholarship Index

The Scholarship Index is the honor point average and gives the average scholarship of the student. It is derived by dividing the total number of honor points earned by the total number of registered units.

Course Numbers

Lower Division

Lower division courses are introductory and survey courses which compose the first and second years of the curriculum. They are numbered from 1 to 99, inclusive.

Upper Division

Upper division courses are advanced courses in a department of instruction that has been pursued in the lower division; or they may be advanced work of such difficulty as to require the maturity of upper division students. They are numbered 100 or above.

The general prerequisite for all upper division courses is sixty semester units.

Classification of Students

Students having less than 30 semester units of credit are classified as freshmen. Those having from 30 to 59 semester units are classified as sophomores; those having from 60 to 89 units are classified as juniors; and those having 90 or more are classified as seniors.

Marking System

Grades.

A five-point marking system is used, A, B, C, or D, indicating a passing grade, and F meaning failure. Plus (+) as given in certain courses, means "passed" without definite

grade except in physical education where it means C or better. "Cond.," means conditioned; "inc.," incomplete; "W.," withdrawn.

Of the passing grades D may be interpreted as "passing work"; C, "good work"; B, "Excellent work"; A, "superior work."

Conditioned work may be made up by passing a sequence course during the following semester or by passing a special examination not later than the sixth week of the following semester. When conditioned work is made up the grade becomes a D; otherwise it automatically becomes F.

All incomplete courses must be made up within one calendar year.

Honor Points

The passing grades carry the following honor points: A, 3 honor points per semester unit; B, 2 points per unit; C, 1 point per unit; D, no honor points; +, 1 point per unit; F, — 1 point per unit.

Reports

At the end of the semester reports are given to the students, the regular marking system being used.

Midsemester reports are made to students doing unsatisfactory work. These reports are followed by conferences with the President. Students having special difficulties in certain subjects are periodically interviewed by the President.

Scholarship Regulations

Graduation Requirements.

The degree of Bachelor of Arts is granted upon completion of a curriculum approved by the College. 124 semester units, including 24 semester units completed in residence, are minimum requirements.

A general scholarship average of "C" will be required for graduation from any curriculum of the College after January 1, 1936.

A general scholarship average of "C," together with an average of "C" in both minors is now required for graduation from the General Junior High School curriculum.

Student Teaching Requirements

The requirements for student teaching are as follows:

1. Scholarship average of "C."
2. Fulfillment of teacher training requirements in fundamentals.
3. Desirable personal qualities.
4. Physical fitness.

A grade of "C" or better is required in student teaching in every field for which a credential is granted by the College.

Students who do not receive a grade of "C" in student teaching and wish to do more work in this field, will be marked incomplete at the close of their first semester's work.

Students are limited to two semesters' trial for a grade of "C" in student teaching.

NOTE.—The "C" average applies to students enrolling in Teaching I and Curriculum Activities, since it is not good for students to have a lapse between Curriculum Activities, Teaching I, and Teaching II.

Withdrawal from Courses

A student dropping a course with official approval during the first six weeks of any semester will not have that course reported or charged against his record for that semester.

During the second six weeks of any semester, a student may be permitted to drop a course without prejudice to his record in case this is done with the approval of an advisory committee, such approval to be based presumably upon considerations of health, outside work, or other matters for which the student is not held culpable. Otherwise, the dropping of the course during this interval will be recorded as a failure.

During the final six weeks of any semester, the dropping of a course will result in a record of failure or incomplete, depending upon whether the work had been of passing grade up to the time of withdrawal.

Withdrawal From College

Upon petition an honorable dismissal or an indefinite leave-of-absence may be granted to any student in good standing provided arrangements have been made with the faculty advisor and the Registrar.

Students who discontinue their work without formal petition for leave-of-absence do so at the risk of incurring failing

marks in their subjects and at the risk of having their registration privileges curtailed or entirely withdrawn.

Probation

Students whose scholarship is low are subject to probation. Scholarship average during the probationary semester must be satisfactory. Each case is considered individually upon its merits.

Disqualification

Students whose scholarship average for any semester falls below a "D" average are subject to disqualification. Students whose personal conduct is unsatisfactory may be disqualified by faculty action at any time.

Disqualified students may apply to the faculty for re-admission after a semester has passed. This application must be accompanied by evidence of serious desire to do better work.

Class Attendance

A student will be permitted to enter upon the study of any subject only when the instructor in charge is satisfied that the student is competent to undertake it. Any member of the faculty may exclude from his course any student who has neglected the work of the course or has been discourteous.

The following attendance regulations were put into effect in the fall semester, 1933:

Regular class attendance is expected of all students. Such attendance affects the quality and quantity of a student's work which in turn determines the grade which the student receives in a course. Instructors and departments are authorized to make any attendance regulations necessary to secure efficient work.

However, entering freshmen and students having a college scholarship average of less than "C" are subject to the following administrative regulations concerning excessive absence without excuse:

(a) If the number of unexcused absences is equal to twice the number of credit units in the course, the grade transmitted by the instructor is automatically reduced to "D" in the Registrar's office.

(b) If the number of unexcused absences is equal to three times the number of credit units in the course, the grade is reduced to "F."

Each hour's absence from laboratory is counted as one-half or one-third value according to the number of laboratory hours required for a unit of credit.

Excused absences shall include absences for the following reasons:

a. Illness of student evidenced by certificate from a physician or from the health office.

b. Illness or death in the family evidenced by a statement from a parent or physician.

c. Weather conditions manifestly unfavorable. Statement filed with President's secretary, who, under the direction of the President, will pass upon weather conditions.

d. Participation in extra-curricular activities authorized by the instructor in charge of the activity with consent of the President. Statement secured from the instructor in charge of the activity and approval of the President.

e. For outside emergencies which must be approved by the President's secretary.

Any student, regardless of scholarship status, must have a written statement from the College Physician when absent from a mid-term or final examination.

All excused absences are to be filed with the President's secretary within 48 hours after return.

Participation in Extra-curricular Activities

Participation in extra-curricular activities conducted by the Humboldt State Teachers College is subject to regulation by the department concerned and the administration. Students participating in extra-curricular activities must pay student body dues.

Fundamentals

All students in the teacher training courses are required to show an everyday working knowledge of the fundamental subjects in the elementary curriculum—English, grammar, arithmetic, history, geography, and spelling. Necessity for doing work in fundamentals will be evidenced by illegible writing, misspelled words, poor sentence structure in written work in any of the college courses, and by standardized tests

and measurements which will be given during the sophomore or junior year to all candidates for student teaching.

Students whose skill in the fundamentals is not satisfactory must bring their work up to standard before they will be permitted to enroll for student teaching. This may be done by independent study or by enrolling in the fundamentals course which gives a thorough review of the required subject matter.

A second examination in the fundamentals may be given to all students before graduation.

STUDENT EXPENSES

Living Arrangements

Living arrangements for all students must be approved by the College administration. A list of approved rooms is provided by the Financial Secretary.

All lower division women students whose homes are outside of Arcata and Eureka are required to live at Sunset Hall, the women's dormitory, unless special arrangements have been made with the Dean of Women by the parents. It is advisable for upper division women also to reside at Sunset Hall.

Sunset Hall is in charge of the Dean of Women under the direction of the President. A most wholesome family spirit prevails. This hall is provided with a pleasant living room which is the center for many pleasant social gatherings. Improvements each year are making the dormitory more comfortable and more attractive.

Rooms at Sunset Hall are rented for the semester at the rate of \$6 a month when two occupy the same room. Single rooms are rented at \$12 a month. Students furnish all bedding and linen, including mattress protector and towels. Rooms are rented for the entire semester. Any student who finds it necessary to leave the dormitory during the semester should first consult the Dean of Women and then submit two weeks' notice to the Financial Secretary.

It is important that the College have correct local addresses for all students. These addresses are kept in the office of the Secretary of the President and also in the office of the Registrar.

The College Commons is under the supervision of a trained director. Board, including three meals, averages \$25 per

month. Allowance is made for students who go home week-ends. The Commons also furnishes noon lunches, cafeteria style, to day students.

FEES

General

(Required of all students taking 6 or more semester units)

Regular semester registration fee.....	\$6 50
Student Body fee per semester.....	5 00
Physical Education fee per semester.....	1 00
Health fee per semester.....	0 75
Hospitalization fee per semester.....	0 25

Special

Registration fee for students taking less than 6 semester units (per unit).....	\$2 50
Out of State tuition fee (First semester).....	75 00
(Subsequent semesters)	37 50
Delayed transcript fee	1 00
Late registration fee.....	2 00
Diploma fee at graduation.....	2 50
State credential fee.....	3 00
Appointment Service fee (For 5 sets of recommendations)	1 00
(Additional sets each)	0 20
Additional transcripts, each.....	1 00
College Aptitude Test.....	0 25
If not taken at scheduled time.....	1 00
Fundamentals Test	0 25
If not taken at scheduled time.....	1 00
Special Examinations—Mid-term.....	0 50
Final	1 00

Course Fees

A Cappella Choir.....	\$0 75
Applied Design	1 00
Art Appreciation	0 75
Art Structure	1 50
Biology fee per semester.....	1 00
Botany fee per semester.....	0 75
Chemistry fee per semester.....	5 00
(\$2.50 for breakage, returnable.).....	

Clothing -----	\$1 00
Dramatics -----	0 75
Elementary Crafts -----	1 75
Geology -----	0 50
Glee Club fee per semester -----	0 75
Hostess Course -----	2 00
Lettering and Design -----	2 25
Metal Crafts -----	0 50
Orchestra -----	0 75
Ornithology -----	1 00
Physics fee per semester -----	2 50
Piano—lesson each -----	2 50
Pottery fee per semester (2 unit course) -----	2 50
Practicum in Art -----	1 25
Violin—lesson, each -----	1 25
Voice—lesson, each -----	1 50
Woodworking fee per semester -----	0 50
Zoology fee per semester -----	1 00

Summer Session

Summer Session registration fee (six weeks) -----	\$20 00
Registration fee for terms of 3 weeks or less (per week) -----	5 00
Late registration fee -----	2 00
Summer Session lecture and recreation fund -----	0 50
Health and Physical Education fee -----	0 50

Refunds

State Fees

Regulations formulated by the State.

“Fees shall only be returnable when the student has been refused admission to classes after registration or when through unavoidable circumstances, the student is unable to commence college work. In the latter case the student desiring return of a fee shall make application in writing giving his or her reasons for withdrawal. The return of any fee must be recommended by the college president or his designated representative and only after consideration of the individual case upon its merits.

Before returning fees, each teachers college shall submit a list of these fees recommended to be returnable to students, together with a brief explanation, to the Director of Educa-

tion for his authorization and the approval of the Director of Finance."

Application for refund of State fees must be made at the time of withdrawal.

Student Body Fees

These fees are not refunded if a student has participated in any student body activity.

Course Fees

As course fees are not collected until the end of the sixth week, when the student has completed all of his possible changes in registration, there will be no refund of such fees.

STUDENT SELF HELP

Opportunities for part-time employment are often available for needy and deserving students. The College employs as much student help as possible, particularly in the Commons, and for other types of work on the campus. In certain months the student pay roll runs as high as \$300. The College also has requests for assistance for light housework, care of children, janitorial, and clerical work. Application for employment should be made to the Financial Secretary before registration.

STUDENT LOAN FUND

General Student Loan Fund

A small loan fund is at the disposal of the College to assist worthy students in meeting their necessary expenses. It has generally been the policy to make this fund available to students in the upper division courses. Students needing financial assistance are advised to discuss their problems confidentially with the President.

Special Student Loan Fund

The faculty and certain organizations in Humboldt County have provided a special loan fund to assist worthy students in registration expenses. Application blanks for loans may be secured from the Financial Secretary. The applications are passed upon by a special committee of the faculty. The

student should file his application two or three days prior to registration.

BOOKSTORE

A bookstore is maintained which sells without profit all college textbooks and supplies.



HUMBOLDT STATE TEACHERS COLLEGE A CAPPELLA CHOIR

CAMPUS LIFE

HISTORICAL NOTE

The Humboldt State Normal School was created by an Act of the 1913 session of the Legislature of California. Actual work began on April 6, 1914. Under an agreement between the Arcata city Board of Education and the normal school authorities the first sessions were held in the Arcata Grammar School.

A magnificent site of fifty-one acres was donated to the school by W. A. Preston and the Union Water Company. The officers of the latter were N. H. Falk, Len Yocum, Mrs. Arthur Way, and Mrs. Kate Harpst. The 1917 Legislature appropriated \$245,000 for permanent buildings which have been occupied since February, 1922. In 1930 a new gymnasium was added and recently four new modern tennis courts and a new College Elementary School have been built.

The professional course in teacher training was originally two years in length. Gradually it has been extended and combined with liberal arts and cultural subjects until the minimum time to be spent for any teacher's diploma granted at present is four years.

Control of the institution was first vested in a board of local trustees appointed by the Governor. In 1921 it was transferred to the State Department of Education and placed in the hands of the Director of Education and the State Board of Education. The same Legislature changed all of the California Normal Schools to Teachers Colleges. The State Board of Education received the power to authorize them to give four-year courses leading to the Bachelor of Arts degree.

The enrollment for the last seven years has shown a steady and substantial increase, starting with 123 students in 1922 and reaching a present enrollment of over 400.

LOCATION

The College is located in the city of Arcata on the north shore of Humboldt Bay. It occupies a dominating position on the top of a hill within twelve blocks of the Plaza, the center of the city. Backed by still higher forested hills, it

commands an almost unrestricted view in three directions. Toward the north, and to the ocean, one looks across the Arcata bottom lands, a rich dairying district, bordered with partly wooded sand dunes. To the west and south, the city of Arcata lies in the foreground, with a stretch of farming land and marsh-land beyond. Beautiful Humboldt Bay comes next in line of vision, separated by a narrow peninsula from the ocean. The city of Samoa on the farther end of the peninsula and Eureka on the opposite side of the bay are in plain sight. The wooded hills beyond are dominated by the high point of Wild Cat Ridge, a rough mountain range separating the valley of the Eel River from the ocean. There is a never-ending variety to this view in the rapidly changing atmospheric conditions. At night-time, with the lights of Arcata in the foreground and those of Samoa and Eureka twinkling in the distance, the picture is especially entrancing.

The cities of Arcata and Eureka are delightful places of residence. Arcata has a population of approximately three thousand and possesses several thriving churches, excellent schools, a free library, a natural park and a very attractive plaza, a first-class hotel, fine theater, well-furnished stores—in fact, all that goes to make up a modern up-to-date city. Cape Mendocino, a few miles south of Eureka, is the westernmost point of the mainland of California, and Humboldt has the distinction of being the farthest west college in the United States.

CAMPUS

There is extensive lawn, planted with shrubs and small trees, along the whole front of the administration building. Directly across the street from the administration building are four new modern tennis courts for the use of students and faculty. In the rear is an athletic field adjoining the new \$70,000 gymnasium. Back of that, the College owns a considerable piece of second-growth redwood forest, which is being developed by means of trails and clearings into an attractive recreation area.

The Library

The library is located in a suite of rooms on the south side of the inner court. The book collections are arranged on open shelves around the walls of this room and at present contain approximately fifteen thousand volumes. The collec-

tion is well distributed among the various classes of books, with provision for a liberal amount of cultural reading.

To supplement its own collection, the library has an arrangement with the California State Library by which books are borrowed from that institution. The library at present subscribes for ninety magazines, about half of which are scientific or technical and the others of a general nature. The other rooms in the library suite are the librarian's office and work-room, on the same floor as the reading room, and a room on the mezzanine floor, 13 x 75 feet, containing the bound volumes of magazines, and the overflow of general books from the main reading room.

The College Elementary School

Student teaching is conducted in the college elementary school on the campus and also in the city schools through the cooperation of the Arcata and Eureka school authorities.

The new College elementary school building houses a kindergarten and an elementary school. It is a commodious building of steel and concrete. In its construction no pains have been spared to make it sanitary, fireproof and in every possible way an ideal building for a completely graded training school from the kindergarten through the eighth grade.

The large number of classrooms together with two observation booths make possible a maximum use of facilities for observation, participation, and student teaching on any given day, as well as giving opportunity for many combinations of sliding schedules.

RECREATION

Humboldt College, situated on a low hill in front of a high range of hills, with a background of dense evergreen forests, looks out upon Humboldt Bay, a row of sand dunes, and the blue Pacific Ocean.

Part of the campus is covered by this forest of second-growth redwoods, spruces, firs and hemlocks.

The constantly shifting hills of sand which form dunes along the ocean shore extend from North Jetty of the harbor entrance to the mouth of Little River.

North of Little River the coastline becomes very rugged and the numerous caves, points, and reefs invite personal exploration. The lighthouse at Trinidad Head and the Blowhole,

three miles south of Trinidad, are always interesting places to visit.

An hour's drive northward along the Redwood Highway brings the student to Big Lagoon, a salt water lake. This lagoon, protected from the strong breakers, forms a safe swimming and boating resort.

A pool on Mad River, a few minutes drive from the campus, is very popular on warm afternoons. Swimming can also be enjoyed at many pools along the Eel River south of Eureka.

Near Arcata are several public and private golf courses where special inducements are made to students.

North Dyerville Flat includes within its borders the tallest tree within the United States. This giant Redwood towers some 364 feet above the ground. There are other groves of redwoods along the river which are delightful spots for outings.

ASSOCIATED STUDENTS

When a student enters the College, the authorities take it for granted that he has an earnest purpose, studious habits, and is willing to observe a proper standard of personal conduct.

To assist students in developing such good habits, the College has organized a system of student self-government, and a constitutional convention consisting of students and faculty members has drawn up a constitution which has been adopted by the student body.

Through the vested authority of self-government with its attendant responsibility, the students of the College are enabled to gain the practical appreciation of governmental authority as vested in the people, and also the civic understanding which can not help but make them better citizens and leaders of children after they leave college to take their place in life. The faculty retains the authority and oversight over certain matters such as Student Body finances and external relations necessitated by sound administrative jurisdiction and general responsibility as provided by law and the best interests of the students. The extent to which College policies and routine matters may be delegated to students is naturally dependent upon their ability to assume such responsibilities. Thus the students have at their disposal a most valuable labora-

tory in which they may test out their powers of self-government and clean citizenship.

Board of Control of Student Body

The Board of Control is the student government agency consisting of five members elected every semester by the Student Body, and charged with the responsibility of maintaining high standards of conduct in the College.

Executive Committee of Student Body

The Executive Committee consists of the President, Vice President, Secretary, Treasurer, and Publicity Manager of the Student Body, the members of the Board of Control, and the President of the College or a faculty sponsor appointed by the President. The duties of this committee are to have charge of school elections, to adjust budgets, to pass on all bills and to see that they are paid, to authorize purchases, to take an inventory of all Student Body property at the end of the school year, to set the amount of dues and to look after all Student Body affairs not specifically covered by the Constitution and By-laws.

ATHLETICS

Believing that certain mixed activities promote desirable social relationships between men and women, the College has developed a program of mixed intramural sports in volleyball, tennis, archery, badminton, and golf.

All students participating in athletics are required to pass a satisfactory health examination each season.

Men's Athletics

Men students play a regular schedule of games in football, basketball, tennis, and baseball with colleges and other organizations in California and Oregon. Such intercollegiate competition supplements intramural and interclass competition in which practically all the men students take part. Participation in varsity teams is limited to men whose scholarship is satisfactory.

Women's Athletic Association

Membership in the Women's Athletic Association is open to all women students at Humboldt State Teachers College. The purpose of the organization is: to stimulate an interest

in women's athletics; to provide wholesome participation in athletics; to further social relationships; to offer assistance in the promotion of an adequate program of athletics for high school girls.

Activities sponsored by the Women's Athletic Association for intramural and interclass competition include field hockey, volleyball, basketball, baseball, speedball, archery, and tennis.

The Women's Athletic Association conducts an annual fall Play Day for the girls in the near-by high schools.

DRAMATIC ORGANIZATIONS

Dramatic Workshop H

The dramatic workshop H provides opportunities for self-expression, practical experience in stagecraft, and the presentation of many plays before the general public. Productions are selected from the best works of outstanding European and American playwrights.

Alpha Psi Omega

In November, 1931, the Alpha Psi Omega national dramatic fraternity established a local chapter in the College to be known as Beta Alpha Cast. The purpose of this fraternity is to stimulate interest in dramatic activities in the College and to secure for the College all of the advantages and mutual helpfulness provided by a large national honorary fraternity. Only students who have good standing in the College and have attained a high standard of work in dramatic art are rewarded by election to membership in this fraternity.

MUSICAL ORGANIZATIONS

The women's glee club, the men's glee club, the orchestra, and the a cappella choir comprise the leading musical organizations of the College. Each group is presented in concert before the public several times a year. Other smaller organizations such as the male quartet and the string quartet are organized to provide additional music for school and community functions.

The college a cappella choir is composed of select voices from the men's and women's glee clubs. Members for this organization are chosen by the Director. The choir presents several concerts each year before the public. In the last two years the choir sang in seventeen California cities, including Berke-

ley, San Francisco, San Jose, and Santa Rosa. Annually, the choir broadcast from KGO or KPO in San Francisco.

Pro Musica

Pro Musica is an organization for young people who are seriously interested in the study of applied music—voice, piano, or orchestral instruments. Monthly recitals are given by members and prospective members of the club. Only those who have taken part in such a program are eligible to active membership, but all who are interested in the work of the club may become associate members, and the general public is invited to the recitals.

COUNSELING AGENCIES

The College has a definite program of counseling and guidance for entering freshmen. Special counseling will be given individually to the freshmen at the time of registration and periodically during the year by the President and faculty advisers.

Sponsors from upper classmen are assigned to assist new students in becoming acquainted with members of the Student Body and various details of college life.

A faculty member is appointed as adviser for the class.

SOCIAL LIFE

The social life of the College is sponsored by the different student body organizations and by the faculty.

A small college offers to each student many opportunities for friendships and social activities. Among these are monthly, and occasional noon-hour, dances. The Women's Athletic Association sponsors banquets and sports affairs throughout the year. Informal functions are frequently held for and by the students who reside in Sunset Hall.

To further student-faculty relationships all freshman women are entertained at a tea by their various instructors and advisers during the early part of the College year. Senior women are entertained in the spring at a tea given by President and Mrs. Gist.

In order that the students may early in their College careers become better acquainted with President and Mrs. Gist and with each other, every freshman is entertained sometime during the year by President and Mrs. Gist. These functions are generally held in the President's home.

The Social Unit, a beautifully furnished suite of rooms with dining room and kitchen facilities, serves as the center for all smaller group activities, while an auditorium with adequate stage facilities meets the needs of social functions and performances which the general public attend.

Associated Men Students

The Associated Men Students is an organization formed in the fall of 1931. Its purpose is to enable the men to act as a body in promoting desirable extra-curricular and other activities for men students.

Projects undertaken by this organization during its first year were: (1) policing of grounds and buildings at athletic contests; (2) a campaign to add track and field athletics to the list of major sports sponsored by the Student Body; and (3) promotion and direction of an annual Men's High Jinks. This event is held in the spring of each year and all high school students of Northwestern California are invited.

College Civic Club

The prime objectives of this organization are to help solve the various problems of College life and to promote living in a constructive and positive manner. Its organization is connected with the work of the course in Principles of Education.

Some of the major projects sponsored and accomplished by the club are a campus lighting system, improved study conditions and supervision of the overflow study room in the Commons, mail boxes for the students, and an inner-court pool and fountain. Among the minor accomplishments are social and educational projects of various types involving both civic and esthetic factors.

Humboldt Science Club

The Science Club holds monthly meetings in the social rooms of the College, on the second Tuesday evening of each month. The programs include talks by professional people in scientific occupations, talks by students on new discoveries in science, occasional discussions of some particular field of science by faculty members, motion pictures, demonstrations, and music. Occasional trips are taken to points of interest by the club.

Members are elected from the lower classes. Any student who is interested in science may apply to the president who will propose his name to the club.

Kindergarten-Primary Club

A Kindergarten-Primary Club has been organized for those interested in teaching in this field. The purpose of the club is partly social and partly to increase the interest and knowledge of the members.

Pi Alpha Pi

Pi Alpha Pi is an organization primarily designed for Social Science majors, although minors may be invited to join. The purpose of the organization is to promote an interest in the Social Sciences and to bring about a greater cooperation in student body affairs. To be eligible for membership a student must have completed at least 45 semester units with 15 or more units in Social Science and must have a scholarship index of 1.25 or more. Students are elected to membership through the vote of the active members of the fraternity.

Young Men's Christian Association

The College "Y" program includes activities such as noon forums; discussion groups; Asilomar Conference, held near Monterey at Christmas each year; sponsoring the Redwood Empire Older Boys' Conference; sponsoring the visit of vocational guidance experts from time to time, etc.

Membership is open to any college man who wishes to sign the membership pledge.

ASSEMBLIES AND ENTERTAINMENTS

Public assemblies of students, faculty, and visitors are scheduled at least twice a month, Friday mornings. The assembly program includes short talks by students and faculty, musical and dramatic entertainments, student business meetings, and lectures by visiting speakers. Often students from the Speech Arts Department introduce the speakers, and students from the Music Department direct the community singing.

STUDENT HONORS

Honors are awarded to students whose scholarship is exceptional. Honors are awarded by students, by faculty, and by Civic organizations.

Honors Awarded by Faculty

Semester Honors will be awarded to all regular students who receive "A" and "B" grades in all subjects of one or more credit units taken during the semester and who have satisfactorily completed other requirements.

Class Honors are awarded to students who received semester honors during the year.

Graduation Honors are awarded to students at Commencement upon the vote of the faculty. These honors are based on the scholastic index as follows:

Index 2.00—With Honor

Index 2.35—With High Honor

Index 2.75—With Highest Honor

The President's Cup

To stimulate student teaching and as a recognition of meritorious service, the President's Cup has been provided. The student doing the highest type of teaching in the College Elementary School each semester has his name engraved upon this cup.

The details of awarding this honor are administered by the faculty of the College Elementary School.

English Award

President and Mrs. Gist have provided an annual award of \$10 to be given to the student who shows special ability in the field of written expression. The details of selecting the student for the award are in the hands of the English Department.

Honors Awarded by Students

Chi Sigma Epsilon

Chi Sigma Epsilon, the College honor society, elects members from the upper classes twice during each college year. The membership may never exceed a small percentage of the Student Body. The student does not seek election but rather the society selects members from those students who have high scholastic attainments, qualities of leadership, and high ideals of character. Chi Sigma Epsilon Pledging Day honors those students elected to membership.

Rousers

Sophomore honor society composed of eight members selected each spring from the freshman class by active members of Chi Sigma Epsilon. High scholarship, fine qualities of character, achievement in studies and responsibilities assumed, and ability in adjusting their life to the new social order of college life are the criteria used in the selection of new members each year.

Chi Sigma Epsilon Medal

To the member of the freshman class who has entered into student activities, has maintained a high scholarship, has demonstrated good character, and who, in the opinion of active members of Chi Sigma Epsilon, has made the greatest advance toward fine manhood or womanhood during the first year of college, Chi Sigma Epsilon awards a medal each spring. The medalist for 1931-32 was Mary Jean Russell; for 1932-33, Marseille Hedvig Spetz; and for 1933-34, Joseph Francis Walsh.

Honors Awarded by Civic Organizations

Prize Awarded by Kiwanis Club

A prize of \$10 is awarded by the Kiwanis Club of Arcata to the Arcata High School graduate who has made the highest scholastic average during the freshman year at the Humboldt State Teachers College.

COMMUNITY RELATIONS

PLACEMENT SERVICE

A Placement Bureau is maintained to perform a double service: to help Humboldt graduates, both those newly graduating and those teaching in the field, obtain the best positions for which they are prepared and to recommend to school officials our best candidates when requests are received to fill teaching positions. The bureau collects data touching on the general moral character and sense of responsibility of the student, his success in his college classes and in student teaching, his college citizenship and leadership in student body activities.

Students desiring positions as teachers will find it to their advantage to work through the Placement Bureau. Such students should register with the Director of Placement early in their senior year.

EXTENSION SERVICE

Since the College is a State institution its facilities when not being specifically used for teacher training are open for the use of the citizens of the State. It will particularly welcome conventions, conferences, or assemblies of an educational or cultural nature. The auditorium will seat four hundred.

Extension Courses

Extension courses will be conducted at the College evenings or on Saturdays whenever a sufficient number of teachers or members of the general public make such a request. Similar courses will be offered away from the campus if at least twenty people enroll in a course and make provision for the additional expense of such instruction.

Speakers' Bureau

A Speakers' Bureau is maintained by the College for the purpose of furnishing lecturers on educational, psychological, and cultural subjects. These lecturers are chosen from both faculty and students. Any organization or group of people

desiring speakers should write to the President for further information, communicating with him several days in advance.

Institute Service

The College is in a splendid position to render valuable service to institutes of teachers. This service can be given by means of lectures, by leading discussion groups, by actual demonstrations of classroom practices, and by furnishing musical numbers and dramatic productions.

THE ALUMNI

The first Annual Home Coming of Humboldt graduates was held in Arcata in September, 1924. A permanent Alumni Association was organized at this time. Meetings are held several times a year—among these are the meetings held at the time of the May graduation, during the convention of the North Coast Section of the California Teachers Association, and during the summer session.

The Alumni Association has among its aims the assistance of the College in its administrative problems and the guidance and the counsel of recent graduates.

The following are the officers for the current year: President, E. J. Spiering; vice president, George E. Hogan; secretary, Helen R. Thomas; treasurer, Hugh B. Stewart; editor, George R. Monroe.

THE A.B. DEGREE WITH MAJOR IN GENERAL ELEMENTARY EDUCATION

The regular four-year elementary teachers degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College, requires for graduation 124 semester units. This course will be required of all candidates for an elementary teaching credential. Those taking this credential will receive preference in recommendations for all grades of the elementary school and for village and rural positions.

Subject Requirements—Lower Division

ART

	Units
Art Structure-----	2
	2

ENGLISH AND LITERATURE

English 1A-----	3
English 1B-----	3
	6

FUNDAMENTALS*

Arithmetic Reasoning and Comprehension-----	0
History and Civics-----	0
Language Usage -----	0
Spelling A-----	0

INDUSTRIAL EDUCATION

Fundamentals of Industrial Education-----	3
	3

MATHEMATICS

Mathematics of the Elementary School-----	3
	3

MUSIC

Music Reading—Piano-----	1
Ear Training and Sight Singing-----	2
	3

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

PHYSICAL EDUCATION

	Units
Hygiene -----	2
Activities for Adults, one-half unit each semester -----	2
	4

PSYCHOLOGY

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View of the Physical World -----	3
Classification of Flowering Plants -----	3
A year course chosen from the following:	
Biol. 1A-1B; Bot. 2A-2B; Zool. 1A-1B; Zool. 1A and Phy-	
siol. 1 -----	8
	14

SOCIAL SCIENCE

History 4A and 4B -----	6
Cultural and Regional Geography -----	3
Economics 1A -----	3
Economics and Social History of the United States -----	3
	15

SPEECH

Public Speaking 1A -----	3
	3

Subject Requirements—Upper Division

ART		Units
Practicum in Art	-----	2
		2
EDUCATION		
Children's Literature	-----	3
Curricular Activities	-----	3
Educational Psychology	-----	3
Growth and Development	-----	3
Introduction to Education	-----	3
Philosophy of Education	-----	3
Rural Education	-----	2
Teaching I	-----	2
Teaching II	-----	8
		30
MUSIC		
Practicum in Music	-----	2
		2
PHYSICAL EDUCATION		
Activities for Adults, one-half unit each semester	-----	1
Singing Games and Folk Dances	-----	$\frac{1}{2}$
Health Education	-----	2
Practicum in Physical Education	-----	$1\frac{1}{2}$
		5
SCIENCE, BIOLOGICAL		
Vertebrate Zoology	-----	3
		3
SOCIAL SCIENCE		
American Government	-----	3
		3
MINORS		

The candidate must complete a minor in each of two fields to be selected from the following:

Art	Industrial Arts
Biological Science	Music
Economics	Physical Education
English	Social Science
History	Speech

A minor consists of twelve semester units at least six of which must be in upper division courses.

Note

Minimum residence requirement is 24 semester units. •

RECOMMENDED SEQUENCE (Elementary Education)

FRESHMAN YEAR

First Semester

Units

English 1A	3
History 4A	3
Biological Science	3 or 4
Public Speaking 1A	3
Hygiene	2
Music Reading-Piano	1
Physical Activities	$\frac{1}{2}$

Second Semester

Units

English 1B	3
History 4B	3
Biological Science	3 or 4
Art Structure	2
Sight Singing	2
Elective or Minor	2 or 3
Physical Education	$\frac{1}{2}$

SOPHOMORE YEAR

First Semester

Units

Mathematics 20	3
Economics 1A	3
Physics 10	3
Industrial Education	3
Elective or Minor	3
Physical Education	$\frac{1}{2}$

Second Semester

Units

General Psychology	3
Econ. and Soc. Hist. of U. S.	3
Class. of Flowering Plants	3
Geography 2	3
Elective or Minor	3
Physical Education	$\frac{1}{2}$

JUNIOR YEAR

First Semester

Units

Educational Psychology	3
Intro. to Educ.	3
Children's Literature	3
Rural Education	2
Elective	3
Singing Games and Folk Dances	$\frac{1}{2}$

Second Semester

Units

Vertebrate Zoology	3
Curriculum Activities	3
Teaching I	2
Practicum in Art	2
Practicum in Music	2
Practicum in Physical Education	$1\frac{1}{2}$
Elective or Minor	3

SENIOR YEAR

First Semester

Units

Teaching II	8
American Government	3
Elective or Minor	3
Physical Education	$\frac{1}{2}$

Second Semester

Units

Growth and Development	3
Philosophy of Education	3
Health Education	3
Elective or Minor	6
Physical Education	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJOR IN GENERAL JUNIOR HIGH SCHOOL AND GENERAL ELEMENTARY EDUCATION

(Effective after July 1, 1936)

The regular four-year degree course prescribed in accordance with law, with the regulations of the State Board of Education, and the regulations of the faculty of the College for the General Junior High School and General Elementary Credential requires for graduation the following courses. This credential authorizes the student to teach in both the elementary grades and the junior high school.

Subject Requirements—Lower Division

ART		Units
Art Structure		2
		—
		2
ENGLISH AND LITERATURE		
English 1A		3
English 1B		3
		—
		6
FUNDAMENTALS *		
Arithmetic Reasoning and Comprehension.....		0
History and Civics.....		0
Language Usage		0
Spelling A		0
INDUSTRIAL EDUCATION		
Fundamentals of Industrial Education.....		3
		—
		3
MATHEMATICS		
Mathematics of the Elementary School.....		3
		—
		3
MUSIC		
Music Reading—Piano		1
Ear Training and Sight Singing.....		2
		—
		3
PHYSICAL EDUCATION		
Hygiene		2
Activities for Adults, one-half unit each semester.....		2
		—
		4

* The "fundamentals" requirements may be satisfied either by passing preliminary examinations or by passing courses in these subjects.

PSYCHOLOGY

Units

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Modern View of the Physical World-----	3
Classification of Flowering Plants-----	3
A year course chosen from the following:	
Biol. 1A-1B; Bot. 2A-2B; Zool. 1A-1B; Zool. 1A and Physiol.1-	8
	14

SOCIAL SCIENCE

History 4A and 4B-----	6
Cultural and Regional Geography-----	3
Economics 1A -----	3
Economic and Social History of the United States-----	3
	15

SPEECH

Public Speaking 1A-----	3
	3

Subject Requirements—Upper Division

	ART	Units
Practicum in Art-----		2
		2
EDUCATION		
Children's Literature -----		3
Curricular Activities -----		3
Educational Psychology -----		3
Growth and Development -----		3
Introduction to Education -----		3
Philosophy of Education -----		3
Principles of Junior High School Education -----		2
Rural Education -----		2
Teaching I -----		2
Teaching II -----		8
		32
MUSIC		
Practicum in Music -----		2
		2
PHYSICAL EDUCATION		
Activities for Adults, one-half unit each semester -----		1
Singing Games and Folk Dances -----		$\frac{1}{2}$
Health Education -----		2
Practicum in Physical Education -----		$1\frac{1}{2}$
		5
SCIENCE, BIOLOGICAL		
Vertebrate Zoology -----		3
		3
SOCIAL SCIENCE		
American Government -----		3
		3

MAJOR

The candidate must complete a major selected from the fields of Biological Science, English, Physical Education, or Social Science.

A major consists of twenty-four semester units at least twelve of which must be in upper division courses.

MINOR

The candidate must complete a minor selected from one of the following fields:

Art	Industrial Arts
Biological Science	Music
Economics	Physical Education
English	Social Science
History	Speech

A minor consists of twelve semester units at least six of which must be in upper division courses.

Note

Minimum residence requirement is 24 semester units.

RECOMMENDED SEQUENCE

(General Junior High School and General Elementary Education)

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A_____	3	English 1B_____	3
Biological Science_____	4	Biological Science _____	4
History 4A_____	3	History 4B_____	3
Public Speaking 1A_____	3	Hygiene _____	2
Art Structure_____	2	Sight Singing_____	2
Music Reading—Piano ___	1	Elective, Major or Minor_	2 or 3
Physical Activities_____	$\frac{1}{2}$	Physical Education_____	$\frac{1}{2}$

SUMMER SESSION

Industrial Education_____	3	Mathematics 20_____	3
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SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Physics 10_____	3	Class. of Flower. Plants_	3
Econ. 1A_____	3	Econ. & Soc. Hist. of U. S.	3
Geography 2_____	3	General Psychology_____	3
Elective, Major or Minor_	3	Elective, Major or Minor_	3
Elective, Major or Minor_	3	Elective, Major or Minor_	3
Physical Education_____	$\frac{1}{2}$	Physical Education_____	$\frac{1}{2}$

JUNIOR YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Major _____	3	Major _____	3
Educational Psychology__	3	Vertebrate Zoology_____	3
Intro. to Educ._____	3	Curriculum Activities____	3
Children's Literature_____	3	Teaching I_____	2
Rural Education_____	2	Practicum in Art _____	2
Singing Games and Folk		Practicum in Music_____	2
Dances _____	$\frac{1}{2}$	Practicum in Phys. Educ.	$1\frac{1}{2}$

SUMMER SESSION

(May be taken at end of Sophomore year)

American Government_____	2	Principles of Junior H. S.	
Elective _____	2	Educ. _____	2

SENIOR YEAR

First Semester

Units

Major -----	3
Teaching II -----	8
Elective or Minor -----	3
Physical Education -----	$\frac{1}{2}$

Second Semester

Units

Major -----	3
Growth and Development --	3
Philosophy of Education --	3
Health Education -----	2
Elective or Minor -----	3
Physical Education -----	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJORS IN PHYSICAL EDUCATION AND GENERAL ELEMENTARY EDUCATION

(Effective after July 1, 1936)

This combination course gives both the Special Credential in Physical Education and the General Elementary Credential.

(Biological Science Minor)

RECOMMENDED SEQUENCE

FRESHMAN YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
English 1A-----	3	English 1B-----	3
Biological Science-----	4	Physiology -----	4
History 4A-----	3	History 4B-----	3
French or Elective-----	3	Hygiene -----	2
Art Structure-----	2	Public Speaking 1A-----	3
Music Reading—piano-----	1	Elective -----	1
Physical Activities-----	$\frac{1}{2}$	Phys. Educ. Begin. Nat.	
		Danc. -----	$\frac{1}{2}$
		Physical Education-----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Physics 10-----	3	Class. of Flower. Plants--	3
Econ. 1A-----	3	Econ. & Soc. Hist. of U.S.	3
Mathematics 20-----	3	General Psychology-----	3
Geography 2-----	3	Industrial Education-----	3
Ear Training and Sight		Coaching B-----	2
Singing -----	2	Elective -----	1
Theory of Rhythms-----	1	Physical Education-----	$\frac{1}{2}$
Phys. Educ. Begin. Clog-		Physical Education-----	$\frac{1}{2}$
ging -----	$\frac{1}{2}$		
Physical Education-----	$\frac{1}{2}$		

JUNIOR YEAR

First Semester

Units

Community Recreation	2
Principles of Physical Education	3
Educational Psychology	3
Intro. to Educ.	3
Biological Science Minor	3
Coaching A	2
Singing Games & Folk Dances	$\frac{1}{2}$

Second Semester

Units

Children's Literature	3
Vertebrate Zoology	3
Curriculum Activities	3
Teaching I	2
Practicum in Art	2
Practicum in Music	2
Practicum in Phys. Educ.	$1\frac{1}{2}$

SUMMER SESSION

American Government	2
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Electives	4
-----------	---

SENIOR YEAR

First Semester

Units

Corrective Phys. Ed. & Kinesiology	4
Teaching II—Elementary	6
Stud. Teach. Phys. Educ.—Elem.	2
Rural Education	2
Physical Education	$\frac{1}{2}$

Second Semester

Units

Stud. Teach. Phys. Educ.	2
Growth & Develop. of Child	3
Philosophy of Education	3
Health Education	2
Conference on Secondary Physical Education	2
Elective	3
Physical Education	$\frac{1}{2}$
Physical Education	$\frac{1}{2}$

THE A.B. DEGREE WITH MAJOR IN PHYSICAL EDUCATION
AND THE SPECIAL CREDENTIAL IN PHYSICAL EDUCATION

Recommended Sequence

FRESHMAN YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
English 1A -----	3	English 1B -----	3
Biological Science -----	4	Physiology -----	4
History 4A -----	3	History 4B -----	3
French or Elective -----	3	Public Speaking 1A -----	3
Hygiene -----	2	Art Structure -----	2
Physical Activities -----	$\frac{1}{2}$	Phys. Educ.—Begin. Nat. Danc. -----	$\frac{1}{2}$
		Physical Education -----	$\frac{1}{2}$

SOPHOMORE YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Physics 10 -----	3	Science -----	3
Economics 1A -----	3	Econ. & Soc. Hist. of U. S. -----	3
Minor -----	3	General Psychology -----	3
Minor or Elective -----	3	Geography 2 -----	3
Sight Singing -----	2	Minor -----	3
Theory of Rhythms (Women) -----	1	Physical Education -----	$\frac{1}{2}$
Phys. Educ.—Begin. Clog- ging -----	$\frac{1}{2}$	Physical Education -----	$\frac{1}{2}$
Physical Education -----	$\frac{1}{2}$		

JUNIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Prin. of Phys. Educ. -----	3	Vertebrate Zoology -----	3
Educational Psychology -----	3	Intro. to Education -----	3
Minor -----	3	Minor -----	3
Minor or Elective -----	3	Minor or Elective -----	3
Coaching A -----	2	Coaching B -----	2
Community Recreation -----	2	Practicum in Phys. Educ. -----	$1\frac{1}{2}$
Sing. Games & Folk Dances -----	$\frac{1}{2}$	Physical Education -----	$\frac{1}{2}$

SENIOR YEAR

First Semester

Units

Corrective Phys. Educ. & Kinesiology -----	4
Stud. Teach. Phys. Educ.— Elem. -----	2
American Government -----	3
Electives -----	6
Physical Education -----	$\frac{1}{2}$

Second Semester

Units

Stud. Teaching Phys. Educ.	4
Growth & Devel. of Child__	3
Philosophy of Education---	3
Health Education -----	2
Conference on Second. Phys. Ed. -----	2
Elective -----	2
Physical Education -----	$\frac{1}{2}$

**REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL
ADMINISTRATION CREDENTIAL BY THE STATE BOARD
OF EDUCATION**

An applicant for an Administration Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly acceptable teaching experience.

B. Fifteen semester hours of work in professional courses relating to school organization, administration, and supervision, in addition to all work taken in fulfillment of the minimum requirements for the teaching credential, selected as follows:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Administration and Supervision, and Growth and Development of the Child required):

1. School Administration and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.
4. Educational Tests and Measurements.
5. History of Education in the United States.

Electives—

Five (5) semester hours selected from the following courses:

1. The Work of an Elementary School Principal.
2. The Administration of a High School, or a Junior High School.
3. The Organization and Supervision of Elementary Education.
4. The Organization and Administration of Vocational Education.
5. The Supervision of Instruction.
6. Statistical Methods.
7. School Surveys.
8. Rural Education.
9. The Elementary School Curriculum.
10. The High School Curriculum.
11. State and County School Administration.
12. City School Administration.
13. Schoolhouse Hygiene and Construction.
14. Methods in Mental Diagnosis.

REGULATIONS GOVERNING THE GRANTING OF THE SCHOOL SUPERVISION CREDENTIAL BY THE STATE BOARD OF EDUCATION

An applicant for a School Supervision Credential must present:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to engage in teaching service.

II. Verification of a valid California teacher's certificate, credential, or life diploma of elementary or secondary grade.

An applicant for the general supervision credential must hold general certification of the grade of supervision credential desired; an applicant for the special Class B supervision credential must hold special secondary certification for the subjects in which he desires to supervise instruction; an applicant for the supervision Class C credential must hold general secondary certification if he desires to serve as head of a department of a non-special subject, but must hold special secondary certification if he desires to serve as head of a department of a special subject.

III. A recommendation from the department of education of a college or university accredited by the California State Board of Education, verifying:

A. Two years of thoroughly successful teaching experience.

For Class A—General Supervision

B. Fifteen semester hours of professional courses relating to school organization, administration, and supervision, selected from the following:

Required—

Ten (10) semester hours selected from not less than four of the following courses (School Organization and Supervision, and Growth and Development of the Child required):

1. School Organization and Supervision.
2. Growth and Development of the Child.
3. Philosophy of Education.

4. History of Education in the United States.
5. Educational Tests and Measurements.
6. The Curriculum.

Electives—

Five (5) semester hours selected from the following group:

1. Rural Education.
2. Educational Sociology or Social Aspects of Education.
3. The Relation of Community Agencies to Public Education.
4. Problems of Supervision.
5. Modern Practice and Experiment in Education.
6. Methods in Mental Diagnosis.
7. Vocational Guidance.

REQUIREMENTS FOR A.B. DEGREE IN BIOLOGICAL SCIENCE**Lower Division****ENGLISH**

Units

English 1A and 1B-----	6
	6

. FOREIGN LANGUAGES

Foreign Language (in not more than two languages. French required.) -----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (One-half unit each semester) -----	2
	4

PSYCHOLOGY

General Psychology -----	3
	3

PHILOSOPHY

Philosophy 5A-5B -----	6
	6

SCIENCE, BIOLOGICAL AND PHYSICAL

Botany 2A and 2B-----	8
Chemistry 1A -----	5
Zoology 1A and 1B-----	8
	21

SOCIAL SCIENCE

Year course -----	6
Elective -----	8
	14

Upper Division

EDUCATION

	Units
Requirement -----	6
*Suggested Courses—	
Educational Psychology -----	3
Growth and Development of Child -----	3
	6

PHYSICAL EDUCATION

Activities (One-half unit each semester) -----	2
	2

SCIENCE, BIOLOGICAL

Botany 104A and 104B -----	6
Botany 151 -----	3
Botany 107 -----	3
Zoology 114 -----	3
Zoology 113 -----	4
Additional courses to be arranged -----	5
	24

SOCIAL SCIENCE

American Government -----	3
	3

MINORS

Candidates must complete a minor in one of the following fields:

Art	Industrial Education
Economics	Music
English	Physical Education
Education	Speech
History	

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes:

A minimum of 124 semester units is required for graduation.

Minimum residence requirement is 24 semester units.

REQUIREMENTS FOR A.B. DEGREE IN ENGLISH**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
English 56A and 56B-----	6
	12

FOREIGN LANGUAGES

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHILOSOPHY

Year Course -----	6
	6

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Year course in Laboratory Science-----	6 or 8
Additional Science-----	8 or 6
	14

SOCIAL SCIENCE

History 4A and 4B-----	6
Additional Social Science-----	8
	14

Upper Division

EDUCATION

	Units
Requirement -----	6
*Suggested Courses -----	
Educational Psychology -----	3
Growth and Development of the Child -----	3
	6

ENGLISH

Shakespeare -----	3
Chaucer -----	3
Additional upper division English -----	18
	24

PHYSICAL EDUCATION

Activities (one-half unit each semester) -----	2
	2

SOCIAL SCIENCE

American Government -----	3
	3

MINORS

Candidate must complete a minor in each of three fields to be selected from the following:

Art	Industrial Education
Biological Science	History
Economics	Music
Education	Physical Education
	Speech

Advanced credit from other institutions in fields other than the ones above mentioned will be accepted toward the requirement.

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.
Minimum residence requirement is 24 semester units.

* Required for general secondary credential at the University of California.

REQUIREMENTS FOR A.B. DEGREE IN SOCIAL SCIENCE**Lower Division****ENGLISH**

	Units
English 1A and 1B-----	6
	6

FOREIGN LANGUAGE

Foreign Language (in not more than two languages)-----	15
(Each year of high school work will be counted in satisfaction of three units of this requirement.)	
	15

PHYSICAL EDUCATION

Hygiene -----	2
Activities (one-half unit each semester)-----	2
	4

PSYCHOLOGY

General Psychology -----	3
	3

SCIENCE, BIOLOGICAL AND PHYSICAL

Year course in laboratory science-----	6 or 8
Additional Science -----	8 or 6
	14

SOCIAL SCIENCE

History 4A and 4B-----	6
Economics 1A and 1B-----	6
Additional Courses -----	2
	14

Upper Division

EDUCATION

	Units
Requirement -----	6
*Suggested Courses -----	
Educational Psychology -----	3
Growth and Development of the Child -----	3
	6

PHYSICAL EDUCATION

Activities (one-half unit each semester) -----	2
	2

SOCIAL SCIENCE

Upper Division History -----	12
Upper Division Economics -----	12
American Government -----	3
	27

MINORS

Candidate must complete at least two minors in available college fields.

A minor is composed of 12 units, at least one-half of which must be in upper division.

Notes

A minimum of 124 semester units is required for graduation.

Minimum residence requirement is 24 semester units.

* Required for general secondary credential at the University of California.

PRE-SECONDARY WORK**LOWER DIVISION COURSES FOR COLLEGES OF LETTERS
AND SCIENCE****Aims and Purposes**

These courses are designed for three groups of students:

(a) Students who plan to obtain later a Bachelor's Degree in the College of Letters and Science in another college or university and who wish to do the two years of lower division work at Humboldt. These students should register for the courses which will meet the requirements of upper division work in the college where they plan to get their degree.

(b) Students who plan to obtain a degree in a College of Applied Science or in a Professional School and wish to do some of their lower division work at Humboldt. Such students should write to or confer with the Registrar to learn how many semesters of lower division work will be accepted in the special field in which they are planning to prepare.

(c) Special students enrolled for particular courses only.

Suggested Courses in the College of Letters and Science

The suggested requirements for lower division work for Colleges of Letters and Science include sixty-four units of college work chosen as follows:

(a) English A. Physical Education, 2 units.

(b) Foreign Language—15 units in not more than two languages. (Each year of high school work in a foreign language will count 3 units toward this requirement.)

(c) Mathematics—Elementary Algebra and Geometry.

(d) Natural Science—12 units chosen from the following list: Botany, Chemistry, Geology, Paleontology, Physics, Physiology, and Zoology. (A year's work in high school Chemistry or high school Physics will count 3 units each in satisfaction of this requirement.)

(e) Additional. A year-course (of at least 6 units) in each of three of the following groups:

(1) English, Public Speaking.

(2) Foreign Language (additional to b).

(3) Mathematics (additional to c).

(4) Economics, Geography, History, Political Science.

(5) Philosophy.

PRE-SECONDARY IN COMMERCE

LOWER DIVISION COURSES FOR COLLEGE OF COMMERCE

The suggested requirements for lower division work for the College of Commerce include sixty-four units of college work chosen as follows:

- (a) English A.
Physical Education, 2 units.
- (b) Foreign Languages:
This requirement may be satisfied as follows:
 - 1. By passing the Subject B examination in some acceptable foreign language (French, German, Spanish, Italian, Greek, Latin, Russian, Chinese, Japanese.)
 - 2. By offering 12 units in one foreign language. Each year of language taken in the high school is to be counted as three units.
- (c) English, 6 units.
English 1A-1B or Public Speaking 1A-1B.
- (d) History or Political Science, 6 units.
History 4A-4B, History 8A-8B, or Political Science 1A-1B.
- (e) Geography, 6 units.
Geography 1 and Geography 2.
- (f) Economics, 6 units.
Economics 1A and 1B.
- (g) Natural Science, 9 units.
Courses in Physics and Chemistry taken in high school may be applied toward satisfaction of the science required without, however, reducing the number of units required for the Junior Certificate.
- (h) Mathematics: Elementary Algebra (high school), Geometry (high school), Mathematics 2 (Mathematical Theory of Investment), 3 units. The prerequisite for Mathematics 2 is Mathematics 1 (Intermediate Algebra) or two years of high school Algebra and Trigonometry.
- (i) Electives.
Recommended: Economic History of U. S.
Accounting 14A-14B.

Recommended Sequence

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
English 1A-1B -----	3	3
French A-B -----	3	3
History 4A-4B -----	3	3
Science -----	3, 4 or 5	3, 4 or 5
Trigonometry (if needed to meet Mathematics requirement) -----	2	
Intermediate Algebra (if needed to meet Mathematics requirement) -----		3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$	15 $\frac{1}{2}$ or 16 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
French C-D -----	3	3
Science -----		3
Geography 1-2 -----	3	3
Mathematical Theory of Investment -----	3	
Electives -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PRE-SECONDARY IN AGRICULTURE

Recommended Sequences

AGRICULTURAL ECONOMICS

FRESHMAN YEAR

	<i>Sem. 1</i>	<i>Sem. 2</i>
Botany 2A-2B -----	4	4
Chemistry 1A-1B -----	5	5
English 1A-1B -----	3	3
Philosophy 5A-5B -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Economics 1A-1B -----	3	3
Geology 1A -----	3	
General Psychology -----		3
Economics 11—Economic History of U. S. -----		3
Zoology 1A -----	4	
Electives -----	5	6
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

PLANT SCIENCE

FRESHMAN YEAR

Botany 2A-2B -----	4	4
Chemistry 1A-1B -----	5	5
Physics 2A-2B -----	4	4
Electives -----	3	3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Chemistry 8-9 -----	3	3
Economics 1A-1B -----	3	3
Zoology 1A -----	4	
Geology 1A -----	3	
Bacteriology 1 -----		3
Bacteriology 4 -----		2
Botany 7 -----		4
Electives -----	2	
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

ANIMAL SCIENCE

FRESHMAN YEAR

	Sem. 1	Sem. 2
Zoology 1A-1B -----	4	4
Chemistry 1A-1B -----	5	5
Physics 2A-2B -----	4	4
Geology 1A -----	3	
Electives -----		3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

SOPHOMORE YEAR

Chemistry 8-9 -----	3	3
Economics 1A-1B -----	3	3
Bacteriology 1 -----		3
Bacteriology 4 -----		2
Botany 2A -----	4	
Electives -----	5	4
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

FORESTRY

FRESHMAN YEAR

Chemistry 1A-1B -----	5	5
Botany 2A-2B -----	4	4
English 1A-1B -----	3	3
Mathematics 3A -----	3	
Electives -----		3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

SOPHOMORE YEAR

Physics 2A-2B -----	4	4
Mathematics 10A-10B -----	3	3
Geology 1A -----	3	
Botany 7 -----		4
Economics 1A-1B -----	3	3
Electives -----	3	*3
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$
	16 $\frac{1}{2}$	17 $\frac{1}{2}$

* Botany 4 recommended.

PRE-SECONDARY IN COMMERCIAL EDUCATION**One-Year Course**

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Beginning Shorthand -----	4	Advanced Shorthand -----	4
Business Mathematics -----	3	Bookkeeping -----	3
Business English -----	2	English 1A -----	3
Beginning Typing -----	2	Advanced Typing -----	2
Orientation -----	$\frac{1}{2}$	Machine Calculation -----	2
Physical Education -----	$\frac{1}{2}$	Physical Education -----	$\frac{1}{2}$

Suggested Two-Year Course

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Beginning Shorthand -----	4	Advanced Shorthand -----	4
Business Mathematics -----	3	Bookkeeping -----	3
Business English -----	2	English 1A -----	3
Beginning Typing -----	2	Advanced Typing -----	2
Orientation -----	$\frac{1}{2}$	Machine Calculation -----	2
Physical Education -----	$\frac{1}{2}$	Physical Education -----	$\frac{1}{2}$

<i>First Semester</i>		<i>Second Semester</i>	
	Units		Units
Public Speaking 1A -----	3	Advanced Shorthand -----	4
Salesmanship -----	2	Business Law -----	3
Advanced Accounting -----	3	Business Contact -----	3
Secretarial Training -----	3	Filing -----	2
Advanced Typing -----	2	Advanced Typing -----	2
Physical Education -----	$\frac{1}{2}$	Physical Education -----	$\frac{1}{2}$

Desirable Electives

Economics 1A
Home Making
Hostess Course

Industrial Education Courses
Lettering—including free brush
work
Music

A Commerce diploma will be granted on completion of the scheduled courses.

PRE-SECONDARY IN MUSIC

FRESHMAN YEAR

*First Semester**Second Semester*

	Units
Harmony -----	3
Music Hist. and Apprec.	3
Applied Music -----	2
English 1A -----	3
Hygiene -----	2
Foreign Language -----	3
Choral Music -----	$\frac{1}{2}$
Orientation -----	$\frac{1}{2}$
Physical Education -----	$\frac{1}{2}$
Total -----	17 $\frac{1}{2}$

	Units
Harmony -----	3
Music Hist. and Apprec.	3
Applied Music -----	2
English 1B -----	3
String Instruments -----	2
Foreign Language -----	3
Choral Music -----	$\frac{1}{2}$
Physical Education -----	$\frac{1}{2}$
Total -----	17

SOPHOMORE YEAR

*First Semester**Second Semester*

	Units
Harmony -----	3
Conducting -----	2
Applied Music -----	2
Reed Instruments -----	2
Ear Training and Sight Singing -----	2
General Psychology -----	3
Choral Music -----	$\frac{1}{2}$
Physical Education -----	$\frac{1}{2}$
Total -----	15

	Units
Harmony -----	3
Music Apprec. Meth.	3
Applied Music -----	2
Brass Instruments -----	2
Ear Training and Sight Singing -----	2
Educational Psychology -----	3
Choral Music -----	$\frac{1}{2}$
Physical Education -----	$\frac{1}{2}$
Total -----	16

COURSES OF INSTRUCTION

The semester in which the course is offered is indicated after the course title. Courses taught in the fall semester are marked (I); those taught in the spring are marked (II).

ART

1. ART STRUCTURE (I, II). 2 units

This is a foundation course for the purpose of learning to understand and appreciate art as it is used in everyday surroundings. The approach through structural principle gives a thoughtful appreciation of art and an art vocabulary, as well as a tangible basis for creative effort. The symbols of expression (line, mass and color), are used and their possibilities exemplified in a simple way through experiments in design.

Two one-hour periods per week.

2A. ELEMENTARY CRAFTS A (II). 2 or 3 units

This course included problems and processes in bookbinding, block printing, stenciling, basketry with reed, raffia, and pine needle, soap sculpture, one project in paper (torn and cut), spray and tie dyeing, and leather craft.

Two or three one-hour periods per week.

2B. ELEMENTARY CRAFTS B (I). 2 units

Puppetry and stagecraft make up the subject material for this course. Several types of puppets are made, costumed, and operated by the student. The stage, scenery, and properties suitable to the plays are also made by the group playing the puppets.

Two two-hour periods per week.

3. ART APPRECIATION (I). 3 units

A study of the development of art through the ages in architecture, sculpture, painting, and minor arts in various countries and schools. Consideration is given to similar pattern and mood in related arts.

Three one-hour periods per week.

102. APPLIED DESIGN (I). 3 units

Advanced problems in original designs suitable for industrial uses, such as block print, batik and tie-dyeing, and stencil designs for fabric, leather tooling. Prerequisite: Art Structure. Elementary Design, recommended.

Three one-hour periods per week.

105A. LETTERING AND DESIGN A (I). 3 units

This course aims to give an appreciation of the art of lettering and its use in decorative and advertising art. Practice is gained in the use of various lettering tools, and in working out problems illustrating the

qualities of fine line, proportion spacing, tone and rhythm, etc., and their various uses in modern design. Prerequisite: Art Structure.

Three one-hour periods per week.

105B. LETTERING AND DESIGN B (II).

3 units

In this course the practice gained in "Lettering and Design A" is essential as a foundation. The greater part of the work is based on the printed page, illustration, and composition of the book. Advertising art is studied and some practice gained in creating designs for this field. The poster service for College activities is continued in this course.

Three one-hour periods per week.

190. PRACTICUM IN ART (I, II).

2 units

This course is planned to meet the needs of the prospective teacher. It aims to discuss ideals and objectives; also to give art content essential to give the child creative and appreciative experiences, as well as some understanding of the place art has in his surroundings, home, school, and community. The course requires classroom observation of, and participation in the teaching of the subject. Prerequisite: Art Structure.

Two one-hour class periods and one or more observation periods per week.

COMMERCE

Programs are designed for students preparing to teach business subjects in high schools or colleges and for those interested in training for immediate employment in business.

Plans are being made for part-time work in Eureka and Arcata business houses. The service clubs of these cities will supply speakers for special lectures to be given to vocational students. These lectures will be given by successful business men and will cover the various fields of business.

Practical experience will be provided through the cooperation of business and professional employers. During the school year, commercial students will be given opportunities to try themselves out in actual employment situations under supervision of the Department of Commerce.

5. MACHINE CALCULATION (I, II).**2 units**

An intensive study of modern office machinery, including calculators, banking and bookkeeping machines. The purpose of this course is to train commercial teachers and to meet the demand of present day business life for skilled operators.

Two one-hour periods per week.

10. PENMANSHIP.**no credit**

A thorough course in practical business penmanship planned to meet the needs of teachers of penmanship. This course will be flexible enough to care for students who fail to meet major department standards.

Three one-hour periods per week.

14A. ACCOUNTING (I).**3 units**

An introduction to the study of accounting. The mechanics of book-keeping taught through the balance sheet approach including the general journal, specialized journal, cash receipts, cash disbursements, purchases and sales, posting, trial balances, financial statements, columnar working sheets, closing entries, balance sheets, and profit and loss statements.

Two one-hour class periods and one two-hour laboratory period per week.

14B. ACCOUNTING (II).**3 units**

A study of Single Proprietorship as well as Partnership and Corporation Accounting. The formation, financing, and operation of corporations under California law. Managerial aspect of accounting. Controlling accounts and subsidiary ledger. Partnership and corporation practice sets.

Two one-hour class periods and one two-hour laboratory period per week.

40. BUSINESS LAW (II).**3 units**

A study of the underlying principles of law as applied to business. Special emphasis will be given to contracts, sales, agency, real property, negotiable instruments, insurance, wills, and bailments.

Three one-hour periods per week.

41. BUSINESS ENGLISH.**2 units**

A brief course in the theory and writing of business letters; an examination of actual pieces of business mail and a study of the mechanics of business correspondence.

Two one-hour periods per week.

50. SALESMANSHIP (I).**2 units**

A discussion of the principles of salesmanship; personality and training of the salesman; knowledge of the customer, the product, and the firm represented. A careful study will be made of the preapproach, methods of preparing a sale's presentation, a study of the records which a salesman should keep, buying motives, finding prospects, securing interviews, sales talks in detail, and closing sales. Class work will be supplemented by demonstration sales and by trips of inspection to business firms. First semester only. Not open to freshmen.

Two one-hour periods per week.

Secretarial Training**1A. SHORTHAND I (I).****4 units**

Introduction to Gregg Shorthand. A thorough study of the Gregg System (Anniversary Edition). Functional principles, penmanship, and phrasing.

Five one-hour periods per week.

1B. SHORTHAND II (II).**4 units**

Beginning intensive theory. Development of speed in writing and transcription, particular attention being given to word building that develops new vocabulary. Includes a course in secretarial training and office practice.

Five one-hour periods per week.

1C. SHORTHAND III (I, II).**4 units**

An intensive dictation course. This course will include dictation and transcripts covering vocabularies of representative businesses, such as banking, law, insurance, retail lumber; advanced dictation on news articles and legal forms.

Five one-hour periods per week.

1D. SHORTHAND IV (II).**4 units**

Speed building drills, speed building letters, sustained dictation, vocabulary previews, vocabulary, analysis, word studies, vocational dictation, speed-progression tests—in brief, a Systematic Speed Course for Advanced Writers.

Five one-hour periods per week.

2A. TYPING I (I, II).**2 units**

A skill subject of college grade designed to teach the fundamentals of touch typing in the shortest possible time. Training is also given in the arrangement of typewritten material with special reference to commercial forms, tabulation and billing, specifications, legal forms, and preparation of manuscripts.

Five one-hour periods per week.

2B. TYPEWRITING II (I, II).**2 units**

Advanced technique and practice. In this course the best methods of teaching typing will be emphasized. Stress will be placed upon such items as kinesthesia in typing, the Tiger Stroke, grading, budgeting, proper care of machine, prevention of bad habits in typewriting, remedial typewriting, letter writing, carbon copies, addressing envelopes, continuity, rhythm, and music.

Five one-hour periods each week.

2C. TYPING III (I, II).**2 units**

Expert typing drills, tabulating, billing, problems involving the working out of real office jobs under office conditions, including dictaphone practice.

Five one-hour periods per week.

3. FILING (II).**2 units**

The complete science of indexing and filing is taught by the Practice Method, strictly up-to-date filing outfits being used. A thorough groundwork is given in the principles of indexing, after which the student is made familiar with all the methods of correspondence filing such as: the Triple Check Automatic Index, Varidex Alphabetic, Subject, Numeric, and Geographic. Particular attention is given to methods of cross-indexing, coding, and follow-up or tickler systems.

Two one-hour periods per week.

69. SECRETARIAL TRAINING AND OFFICE PRACTICE (I).**3 units**

A thorough study of administrative economics planned to give the student a knowledge of the business executive's most important problems.

A study will be made of the following machines: Dupligraph, Multi-graph, Addressograph, Mimeograph, Mimeoscope, Stenotype, Burroughs, Monroe, and Sunstrand Calculators, Postage Stamp Machines, Dictaphones, and Ediphones.

During the course consideration will be given to such subjects as: The use of the telephone, telegrams, cablegrams, radiograms and wireless services, filing, stencil cutting, and business graphics.

The course will include secretarial practice on the campus and in Arcata business offices under the supervision of the faculty of the Department of Commerce.

Three one-hour periods per week.

70. BUSINESS CONTACT (II).**3 units**

Addresses, special talks, lectures, and demonstrations by executives experienced in the subjects covered. Each week students in this course will be required to report two public lectures given either on or off the campus. An outline of each talk must accompany the transcription. Occasionally the shorthand notes will be requested.

Three one-hour periods per week.

STUDENT TEACHING AND EDUCATION COURSES

Student teaching offers one of the most profitable experiences a student has while in college. Through his teaching he learns to adapt himself to all types of personalities at the various grade levels.

Before beginning this important piece of work, the students will have been passed upon by the President and the Dean of Women as being young people possessing personality traits that are essential to those who are entering the teaching profession. In addition to this the students must have satisfactorily passed the health examination, the aptitude test, the fundamental tests, and have made a "C" average in the academic courses.

In so far as circumstances permit, the theory courses are conducted on a laboratory basis, being closely connected with the activities of the College Elementary School. This is especially true in Introduction to Education, Curriculum Activities, Teaching I, and the Practicums in Art, Music, and Physical Education. These courses serve the beginning teacher in many ways:

1. To gradually induct the student into teaching and thus increase his chances for success and to tend to prevent discouragement.
2. To direct the student's attention in a systematic manner to classroom conditions and activities.
3. To make it possible for the student to see and help carry on correct procedure from the first.
4. To make it possible for the student to see lessons taught by strong, resourceful teachers. The lessons observed serve as models to imitate, and a means for setting up standards of good teaching.
5. To provide the student with opportunities to learn to know children.
6. To help the student to become acquainted with books and materials of the classroom.
7. To help the student to become skillful in using correct procedures.
8. To give the student a view of the entire school curriculum.
9. To help to develop a professional attitude and to establish ideals of service among students.

Credits required in the professional courses are as follows:

Children's Literature	3	units
Educational Psychology	3	units
Curriculum Activities	3	units
Introduction to Education.....	3	units
Rural Education	2	units
Practicum in Art.....	2	units
Practicum in Music.....	2	units
Practicum in Physical Education.....	1½	units
Growth and Development.....	3	units
Teaching I.....	2	units
Teaching II.....	8	units
Philosophy of Education	3	units

In the senior year each student has entire charge of a grade for one-half day. He teaches in an upper grade for a nine weeks' period and again in a lower grade for a nine weeks' period.

After the student completes his teaching he takes a course in Philosophy of Education. Through this course an attempt is made to help him build up for himself a philosophy of education and thus a philosophy of life.

100. INTRODUCTION TO EDUCATION (I, II). 3 units

This course is to orient the student to the larger aspects of education. It consists of a broad introduction to the problems of education. Among the topics to be discussed are: the historical background of education, education at present in the United States, purposes of public education, where education takes place, how education takes place, curriculum, method, administration, and opportunities offered by the profession.

Three one-hour periods per week.

102. HISTORY OF EDUCATION IN THE UNITED STATES.

2 units.

This course presents the historical background and development of public education in America including the essential features of European education in its direct influence on our educational system. Its purpose is to give the student and teacher a practical understanding and appreciation of the progress of education and its vital bearing on the work of the teacher of today.

Two one-hour periods per week.

110. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (I).

3 units.

General Psychology is prerequisite to this course. It involves the study of the learning activity of the individual from both the standpoint of the learner and the teacher. It includes the psychological principles involved

in the teaching of subject matter as well as in extra-instructional activities involved under actual teaching conditions and procedures.

Three one-hour periods per week.

111. GROWTH AND DEVELOPMENT OF THE CHILD (II).

3 units.

This is a study of the psychological as well as the social development of the child up to and including the adolescent period. The important aspects of mental hygiene as it concerns the intellectual and emotional growth are emphasized primarily from the point of view of the teacher. The purpose of this course is to provide the teacher and youth a practical and reliable understanding and appreciation of child growth and development as the result of home, school, and community factors.

Three one-hour periods per week.

115. INTRODUCTION TO EDUCATIONAL MEASUREMENTS AND DIAGNOSIS (II).

3 units

The nature and function of standard educational tests will be considered. Particular attention will be given to educational diagnosis which will enable students to discover and evaluate both strengths and weaknesses of individuals as a basis for effective guidance in remedial measures.

Three one-hour periods per week.

124. PHILOSOPHY OF EDUCATION (I, II).

3 units

This course will include (a) a brief survey of some aspects of contemporary social life of America; (b) an evaluation of present day public schools; (c) a study of the major theories of learning and present day practices in the light of a democratic ideal.

Three one-hour periods per week.

133. CURRICULUM ACTIVITIES (I, II).

3 units

This course is based upon Language Arts. It is divided into three parts, the first part dealing with methods of teaching reading, writing, spelling, and language in the primary grades; the second part emphasizing elementary science; and the third part emphasizing social science as the core of an integrated curriculum.

Three one-hour periods per week.

137. RURAL EDUCATION (I).

2 units

This course sets forth the problems in connection with rural education, the essential factors and the status of present day thought and practice concerning them. The course is composed of the following units: status and problems of rural education; rural school administration and supervision; the organization and curriculum of rural elementary schools; community relations and adult education; extra-school agencies of education and rural educational developments abroad. Rural schools in the community will be visited.

Two one-hour periods per week.

191. CHILDREN'S LITERATURE (I, II).

3 units

A survey and comprehensive study of the various phases of children's literature for grades one to eight, inclusive. The purpose of the course

is to familiarize students with content and types of literature suitable for use in different grades, to develop some personal appreciation of the material, and to give methods of applying it.

Three one-hour periods per week.

192. CURRICULUM AND MATERIALS FOR KINDERGARTEN-PRIMARY. 3 units

A study of the curriculum, materials, and teaching techniques in the kindergarten-primary grades. Observation of lessons taught for demonstration purposes.

Two one-hour periods per week.

310. TEACHING I (I, II). 2 units

Teaching I consists of observation, participation, individual and group teaching.

Five one-hour periods per week.

320. TEACHING II (I, II). 8 units

Students will teach in the College Elementary School or one of the near-by schools. Those students who are working for General Elementary and Junior High credentials will teach in the elementary school and in junior high school. This teaching will be under normal schoolroom situations.

Fifteen hours per week for one semester.

Directed teaching is offered in the following fields: Elementary School, Junior High School, Kindergarten-Primary, Art, English, Industrial Arts, Music, Physical Education, Science, and Social Science.

321. TEACHING III (I, II). 2 or 3 units

This course provides an opportunity for students of exceptional ability to do advanced teaching which will include work with clubs, community organizations, special subjects, or experimentation with methods of teaching.

Five one-hour periods per week.

388. PRINCIPLES AND OBJECTIVES OF SCOUTING AND OTHER TYPES OF BOYS' WORK (I). 2 units

The course is conducted in seminar fashion with discussion and the preparation of papers on various subjects. Discussion of the following topics is included: History of boys' work; the basic principles and conceptions of the movement; the organization of such a program in a community; requirements for adult leadership; summer camps, etc. This course will include practice in laboratory field work.

Two one-hour periods per week.

389. CAMP FIRE LEADERS TRAINING COURSE (II). 1 unit

A course designed to interest and provide preliminary instruction in camp fire leadership and other types of girls' work. It will include theory as well as practical technique.

One one-hour period per week.

COURSES FOR ADMINISTRATION AND SUPERVISION CREDENTIALS

Humboldt State Teachers College offers the following courses for the Administration Credential of elementary and junior high school grades and the Supervision Credential, Class A. These courses are regularly given in the summer session. Any of them will be offered during the regular sessions when enough students demand it.

Courses Leading to the Administration Credential and to the Supervision Credential, Class A

140. School Administration and Supervision-----	2 units
111. Growth and Development of the Child-----	2 or 3 units
124. Philosophy of Education-----	2 or 3 units
115. Educational Tests and Measurements-----	2 or 3 units
102. History of Education in the United States-----	2 units
142. The Work of an Elementary School Principal-----	2 units
141. Supervision of Instruction (Problems of Supervision)-----	2 units
137. Rural Education -----	2 units
139. The Elementary School Curriculum-----	2 units

ENGLISH

ENGLISH A (I, II).

This course gives drill in the mechanics of composition. It is required of all students who do not pass the entrance test in composition.

Two one-hour periods per week. No college credit.

1A. ENGLISH COMPOSITION (I, II).

3 units

This course offers practice and training in expository writing. Material is gathered and arranged according to a logical plan, the chief emphasis being upon the organization of the paragraph and the paper as a whole. The sentence is studied in its relation to clearness and accuracy in the presenting of ideas. Prerequisite: English A or the passing of the English A examination.

Three one-hour periods per week.

1B. ENGLISH LITERATURE AND COMPOSITION (I, II).

3 units

English 1B is a course primarily introductory to the study of literature, although it offers a certain amount of further practice in writing. Prerequisite: English 1A.

Three one-hour periods per week.

30. RECREATIONAL READING 1A (I).

1 unit

The purpose of this course is to introduce the student pleasantly to some of the best modern writers. The class meets twice a week in the Social Unit with its comfortable furniture and open fire. A preliminary talk and discussion of ten or fifteen minutes will be followed by silent reading—half fiction and half non-fiction. Students are required to make appreciation notes for each book read.

Two one-hour periods per week.

56A. SURVEY OF ENGLISH LITERATURE (I).

3 units

The beginning of English literature and the main aspect of its development down to the Restoration (1660) are studied. Prerequisite: English 1B.

Three one-hour periods per week.

56B. SURVEY OF ENGLISH LITERATURE (II).

3 units

This course embraces the leading movements in the development of English literature from the Restoration (1660).

Three one-hour periods per week.

60. NEWS WRITING (I, II).

3 units

This course is for students wishing the special training necessary to write for newspapers. Students are shown what constitutes constructive news, when and where it can be found, why certain items are acceptable, and how the articles should be written to meet newspaper requirements.

Three one-hour periods per week.

106. VERSE FORMS (II).

3 units

A survey of the development of English verse forms, with practice in metrical analysis, and an application of knowledge acquired to modern poetry.

Three one-hour periods per week.

115. THE ENGLISH LANGUAGE (II). 3 units

This course will sketch the history of the English language. It will attempt to acquaint the student with some of the tendencies that have changed and are changing the language so that he may have some basis for deciding questions of grammar and usage.

Three one-hour periods per week.

117. SHAKESPEARE (II). 3 units

This course includes an intensive study of a few of Shakespeare's plays, and a rapid reading of some others. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

130A. AMERICAN LITERATURE (I). 3 units

A preliminary survey of Colonial and Revolutionary literature is followed by a study of the chief poets and prose writers of the nineteenth century, up to the Civil War period.

Three one-hour periods per week.

The following courses will be offered over a period of two years, if necessary, the needs of the students enrolling determining just which courses will be given.

125C. THE ENGLISH NOVEL TO 1832. 3 units

The survey covers the history of the English novel from DeFoe through the nineteenth century romanticists. Prefaced to the survey is a consideration of the forerunners of the novel. The course includes a study of the novel as a literary form, as well as a more minute analysis of the great novels. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

151. CHAUCER. 3 units

The Canterbury Tales and some of Chaucer's minor poems will be read. An outline of Middle English grammar for the beginner is included in the course. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

156. ENGLISH LITERATURE FROM 1557 TO 1660. 3 units

The prose and poetry, exclusive of the drama, of the Elizabethan and post-Elizabethan periods will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

157. ENGLISH LITERATURE FROM 1660 TO 1780. 3 units

A study will be made of works showing the literary tendencies in the Restoration and the Classical periods. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

158. ENGLISH LITERATURE FROM 1780 TO 1832. 3 units

Prose and poetry of the Romantic period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

159. ENGLISH LITERATURE FROM 1832 TO 1900. 3 units

Prose and poetry of the Victorian period will be studied. Prerequisite: English 56A and 56B.

Three one-hour periods per week.

Division of Speech and Drama**1A. PUBLIC SPEAKING 1A (I, II). 3 units**

A basic course in the fundamentals of speech planning and delivery. Much attention is given to the enriching of the student's background through the study and discussion of contemporary essays. The course aims to develop self confidence and poise through oral expression and to awaken interest in the events and problems of the modern world.

Three one-hour periods per week.

1B. PUBLIC SPEAKING 1B (I). 3 units

A continuation of Public Speaking 1A with a more detailed study of speech planning, the technique of presentation, and the forms of address. Extensive practice is provided in extemporaneous speaking and debate. The materials used are the current happenings in politics, economics, science, art, and literature.

Three one-hour periods per week.

2A-2B. FUNDAMENTALS OF EXPRESSION AND INTERPRETATION (I, II). 3-3 units

This basic course in voice training and in the art of oral expression teaches the fundamental laws of interpretation and the manifestation of these principles through natural expression. (Not given 1935-36.)

Three one-hour periods per week each semester.

10. THEORY AND TECHNIQUE OF ACTING (II). 3 units

This course embraces the basic principles of Dramatic Art. It teaches the fundamentals of pantomime, impersonation, and oral expression as used on the modern stage. It is designed for students with little or no stage experience who wish to improve their speaking voices and to develop poise and self confidence.

Three one-hour periods per week.

25 and 125. DRAMATIC WORKSHOP H (I, II). 2 units

A laboratory course in play production which is open to students only by permission of the instructor. Instruction is offered in acting and in the technical practices of the stage with particular attention to the miscellaneous phases of stage-craft. There are no text book assignments and no examinations. All the time is spent in the actual work of preparing plays for public performance. For advanced students upper division credit will be given.

Three two-hour periods per week.

155A. PLAY PRODUCTION (I). 3 units

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production in the schools, the Little Theater, or the Children's Theater. Building on the fundamentals of dramatic art as given in Dramatic Technique, this advanced course includes such phases of theatrical technic as staging,

lighting, costuming, and make-up. Choice of material for amateur theatricals is considered. Special emphasis is laid on the actual production of plays, including casting and directing. Prerequisite: Dramatic Technique.

Three one-hour periods per week.

155B. PLAY PRODUCTION (II).

3 units

A course in drama, covering a wide range of plays of representative dramatists. Practice in writing plays; lectures on problems involved in play production, and actual work in directing is included.

Three one-hour periods per week.

FRENCH

FRENCH A (I, II).

3 units

Elementary French. Beginner's course. Pronunciation, fundamentals of grammar, reading of simple texts.

Three one-hour periods per week.

FRENCH B (I, II).

3 units

Elementary French. A continuation of French A. Prerequisite: French A or one year of high school French.

Three one-hour periods per week.

FRENCH C (I, II).

3 units

Intermediate French. Reading, grammar and composition. Prerequisite: French B, or two years of high school French.

Three one-hour periods per week.

FRENCH D (I, II).

3 units

Intermediate French. A continuation of French C. Prerequisite: French C, or three years of high school French.

Three one-hour periods per week.

FRENCH 5A (I).

3 units

Intermediate French. A brief survey of French literature, reading of representative authors. Grammar and composition. Prerequisite: French D or equivalent.

Three one-hour periods per week.

FRENCH 5B (II).

3 units

Intermediate French. A continuation of French 5A.

Three one-hour periods per week.

HOME ECONOMICS

1. PROBLEMS IN CLOTHING SELECTION AND CONSTRUCTION (II). 3 units

A course dealing with the fundamental problems of clothing selection and construction, including the selection of correct color, line, texture, and design as an expression of personality. The use of the commercial pattern and general sewing equipment will be considered and the actual construction of garments will be required.

Three two-hour laboratory periods per week.

10. HOSTESS COURSE (I). 3 units

A study of food combinations for healthful meals, the different types of meal service, and the etiquette involved in the service of each. A conscientious study of the courtesies of home, business, and professional life.

Open to all women students.

Three two-hour periods per week.

114. ADVANCED CLOTHING (II). 3 units

The design and construction of garments of various fabrics by the use of standard patterns. Emphasis placed upon selection and technique.

Outside reading and a term paper required.

Three two-hour laboratory periods per week.

132. HOUSE DECORATION AND FURNISHING (I). 3 units

A study of the principles of art as applied to house furnishing problems. Aims to develop intelligent judgment in selection of home furnishings from the standpoint of art, economy, and comfort.

One lecture, two two-hour laboratory periods per week.

INDUSTRIAL EDUCATION**5. POTTERY (I). 2 or 3 units**

An interesting course in an age old industry. Designing, casting, throwing, modeling, glazing, and firing.

Two three-hour periods per week, or three three-hour periods per week.

7A. MECHANICAL DRAWING (I, II). 2 units

A fundamental course in mechanical drawing covering orthographic, isometric, and cabinet projection, intersection of solids, sections, screws and threads, gears, cams, blue prints, etc.

Two three-hour periods per week.

7B. ADVANCED MECHANICAL DRAWING (II). 2 units

An advanced course in mechanical drawing given to aid students who are majoring in engineering. The fundamentals of descriptive geometry, perspective, and machine drawing are studied.

Three two-hour periods per week.

12. METAL ARTS (II). 3 units

A course in the application and use of various metals. Hammering of copper, grinding of stones, casting, silver plating, soldering, enameling.

Three three-hour periods per week.

15. RURAL SCHOOL HANDWORK AND TOYCRAFT (WOMEN) (I, II). 3 units

A study of the handwork problems as applied especially to the lower grades. A course adapted to the use of the native materials, and waste products. Paper, cardboard, clay, burlap, pine needles, and wild grasses, boxes, willows, cones, and many other materials are used. Magazine binding, waste basket making, weaving, toy making, and pottery are some of the lines tried.

20. BEGINNING WOODWORKING FOR WOMEN (I, II). 2 units

An experimental course offered especially for women who may be interested in making simple objects of furniture, and learning the use of the easier woodworking tools. Sewing cabinets, magazine holders, chests, and many other pieces of furniture can be made.

Two three-hour periods per week.

51. FUNDAMENTALS OF INDUSTRIAL EDUCATION (MEN) (I, II). 3 units

A study of the fundamentals of industrial education and its application to the teaching of the subject in the grades. This includes methods, courses of study, construction of objects for grade work, and care and use of equipment.

Three three-hour periods per week.

105. ADVANCED POTTERY (I). 2 units

A serious study of the problems involved in pottery making as applied to teaching and commerce. Designing, decorating, throwing, packing, firing of the kiln are a few of the things studied.

Two three-hour periods per week.

123. PATTERNMAKING AND THEORY OF FOUNDRY
PRACTICE (II).

3 units

A study in the basic principles of foundry practice and patternmaking. The construction of simple patterns, and the casting in the softer metals.

Three three-hour periods per week.

124. ADVANCED CABINET AND OTHER WOOD CON-
STRUCTION (I).

2 or 3 units

An advanced course in woodwork offered for students interested either in teaching or in advanced construction problems.

Two three-hour periods, or three three-hour periods per week.

MATHEMATICS**C. TRIGONOMETRY (I).****2 units**

A study of elementary trigonometry. Prerequisite: High school algebra and geometry.

Two one-hour periods per week.

1. INTERMEDIATE ALGEBRA (II).**3 units**

Quadratic equations, exponents and radicals, practice in the use of logarithms, and theory of equations. This course is designed particularly for those who wish to extend somewhat their knowledge of algebraic theory, and for those who desire proficiency in the technique of algebraic manipulation for the successful (subsequent) pursuit of coordinate geometry, statistics, or theory of investment. Prerequisite: One year of high school algebra.

Three one-hour periods per week.

2. MATHEMATICAL THEORY OF INVESTMENT (I).**3 units**

This course treats of the theories of interest and annuities applied to amortization, valuation, investments, and insurance. Prerequisite: Plane trigonometry and two years of high school algebra; or one and one-half years high school algebra and intermediate algebra.

Three one-hour periods per week.

3A. COORDINATE GEOMETRY (I).**3 units**

A review of algebra and trigonometry and an introduction to coordinate geometry. Prerequisite: High school algebra, plane geometry, and trigonometry.

Three one-hour periods per week.

3B. DIFFERENTIAL CALCULUS (II).**3 units**

A continuation of plane coordinate geometry, a study of differential calculus and an introduction to integral calculus. Prerequisite: Mathematics 3A or equivalent.

Three one-hour periods per week.

10A-10B. PLANE SURVEYING (Yr.).**3-3 units**

Principles, field practice, calculations, and mapping. Prerequisite: Plane trigonometry and geometrical drawing.

Two two-hour lectures and one three-hour laboratory per week.

20. MATHEMATICS OF THE ELEMENTARY SCHOOL (I, II).**3 units**

A practical as well as cultural course in mathematics. The work includes certain habit formation in fundamental operations and principles essential to the manipulation of fractions, equations, and formula. Applications and supplementary materials are drawn from the history of mathematics, design, architecture, graphics, statistics, biological science, investment, indirect measurements, engineering, and elementary analysis. Prerequisite: Elementary Algebra and Geometry.

Three one-hour periods per week.

MUSIC**1A. INTRODUCTORY MUSIC READING—PIANO (I, II). 1 unit**

Study of the fundamentals of music and practice in reading music at the piano. The class will be divided into sections according to the ability of the students in piano. Introductory work will be given to those who do not already play.

Three one-hour periods per week.

2A. EAR TRAINING AND SIGHT SINGING (I, II). 2 units

The course includes tonal and rhythmic, oral, and written dictation. Sight singing with Latin syllables and words. Unison, two, three, and four part music is studied.

Three one-hour periods per week.

2B. ADVANCED EAR TRAINING AND SIGHT SINGING (II). 2 units

The course includes tonal and rhythmic, oral, and written dictation. Sight singing with Latin syllables and words. Four part music of a considerable degree of difficulty is studied. Aural recognition of scales, intervals, chord inversions, and chord progressions.

Three one-hour periods per week.

3A. MUSIC HISTORY AND APPRECIATION 1A (I). 3 units

History of musical development from primitive times to the nineteenth century. Records are extensively used to illustrate this development.

Three one-hour periods per week.

3B. MUSIC HISTORY AND APPRECIATION 1B (II). 3 units

History of musical development through Romantic and Modern Eras. Records are extensively used to illustrate this development.

Three one-hour periods per week.

4A. HARMONY A (I). 3 units

Study of scale structure, intervals, primary chords and inversions and writing of four part harmony. Harmonization of given and original melodies. One hour of keyboard harmony included per week.

Three one-hour periods per week.

4B. HARMONY B (II). 3 units

Secondary triads, non-harmonic tones, seventh chords and inversions, harmonic analysis, modulation. One hour of keyboard harmony included per week.

Three one-hour periods per week.

14A. HARMONY C (I). 3 units

Altered chords, original composition, modulation, and ninth chords. One hour of keyboard harmony required per week.

Three one-hour periods per week.

14B. HARMONY D (II). 3 units

Augmented sixth chords, more difficult modulations, whole tone scale, secondary dominant formations. One hour of keyboard harmony required per week.

51. BEGINNING STRING INSTRUMENTS (I). 2 units

A course to give students practical knowledge of the orchestral string choir, violin, viola, cello, and doublebass and enough technique to enable them to instruct beginning students of these instruments.

Two hours per week.

52. BEGINNING BRASS INSTRUMENTS (II). 2 units

A course to give students practical knowledge of the brass choir, trumpet, horn, trombone, and tuba, and enough technique to enable them to instruct beginning students of these instruments.

Two hours per week.

53. BEGINNING WOODWIND INSTRUMENTS (I). 2 units

A course to give students practical knowledge of the woodwind choir, flute, oboe, clarinet, and bassoon, and enough technique to enable them to instruct beginning students of these instruments.

109. CONDUCTING (II). 2 units

Interpretation and baton technique as applied to choral and instrumental ensembles.

Two one-hour periods per week.

190. PRACTICUM IN MUSIC (I, II). 2 units

Survey of the field of public school music. Philosophy of music education illustrated by means of practical devices for teaching such phases as rhythmic interpretation, toy-symphony orchestra, correction of tone deficiency, rote singing, sight reading, and creative expression.

Two one-hour periods per week.

192. MUSIC APPRECIATION METHODS (I). 3 units

Organization of materials and procedure for teaching music appreciation in the elementary schools.

Three one-hour periods per week.

199. NORMAL COURSE IN PIANO PEDAGOGY.

Credit will be arranged on basis of number of lessons taken.

The Normal Course has been especially arranged for those who intend to teach piano and for teachers who wish to become more efficient and better acquainted with the methods of modern pedagogy. A few of the many subjects covered are: A discussion of teaching material of all grades, furnishing a basis for the intelligent selection of any material. The cultivation of technic through condensed exercises, and the elimination of superfluous material by less duplication. The building of the piano student's musical knowledge and technical skill. The correct combinations of subjects, and their introduction in their proper sequence. Holding the pupil's interest and avoiding monotony in practice. Stimulating thought on the part of the student so that he can distinguish between vain repetition and concentrated practice. Teaching psychology. The principles involved in class teaching. Cultivating the habits of relaxation and muscular control. The importance of a definite curriculum.

This Normal Course will be given in a series of lectures accompanied by demonstrations at the piano of the technical points involved. Students will be furnished with text material written especially for this course by Mr. Nicholls.

MUSICAL ORGANIZATIONS

5A, B. WOMEN'S GLEE CLUB (I, II). $\frac{1}{2}$ unit

Part songs for women's voices. This course affords opportunity for the study of three- and four-part choral compositions, voice development, interpretation, building repertoire, and public appearance as a group. Try-outs are held by the director for applicants. For advanced students upper division credit will be given.

Two one-hour periods per week.

6A, B. MEN'S GLEE CLUB (I, II). $\frac{1}{2}$ unit

Part songs for men's voices are studied. This course affords opportunity for study of four-part choral compositions, voice development, interpretation, public appearance as a group and building well balanced programs. Try-outs are given the applicants by the director to determine the student's eligibility to enter. For advanced students upper division credit will be given.

Two one-hour periods per week.

7A, B. A CAPPELLA CHOIR (I, II). 1 or 2 units

The a cappella choir members are chosen by the director from the best voices in the men's and women's glee clubs. The choir presents several concerts before the public each year. For advanced students upper division credit will be given.

Two one-hour periods per week.

10A, B. ORCHESTRA (I, II). $\frac{1}{2}$ unit

The orchestra affords qualified students an opportunity for study of good orchestral composition, and learning to play with good interpretation and finish and precision. Try-outs are held by the director to determine the student's eligibility to enter. Outside practice is necessary. For advanced students upper division credit will be given.

One two-hour period per week.

APPLIED MUSIC

One unit of credit will be given for one-half hour lesson per week and the necessary practise for the lesson.

Piano—Mr. Nicholls	\$2 50
Violoncello	-----
Violin—Mrs. Miller	1 25
Voice—Mr. Jeffers	1 50
Mrs. Ostrander	1 50
Band and Orchestra Instruments	

The fees are for half-hour lessons except in piano. The piano fee is for an hour lesson.

PHYSICAL EDUCATION

The Physical Education Department serves three needs:

- (1) To provide a varied program of wholesome, recreational physical activities.
- (2) To prepare the general elementary teacher to handle intelligently the physical education program in the elementary schools.
- (3) To prepare special teachers in physical education for elementary, junior high, and senior high schools.

Every student is required to take Hygiene, and every student carrying 12 or more units of work is required to take Physical Education unless excused by the Director of Health Service and Physical Education. This activity requirement is administered on the basis of two one-hour periods per week.

Freshmen men are required to take P.E. 50A, and freshmen women P.E. 52A. Every candidate for a teaching credential is required to take P.E. 190B; and P.E. 199 during the junior or senior year. During other semesters, students may select any activity course offered. Placement in a beginning or advanced section depends upon ability and previous training.

Courses for Men

50A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II).

$\frac{1}{2}$ unit

This course consists of a program of games such as touch football, basketball, volleyball, handball, and playground baseball. Some games of simpler type, and elements of tumbling are included.

50B-D. PHYSICAL ACTIVITIES (I, II).

62A-H. ATHLETICS (I, II).

$\frac{1}{2}$ or 1 unit

(1 unit per semester for first year.)

Football and basketball (fall semester).

Basketball, baseball, track and field (spring semester).

71. BOXING (I).

$\frac{1}{2}$ unit

192A. METHODS IN COACHING (I).

2 units

The theory of coaching football, soccer, speedball, and basketball. A study of the various systems of individual and team offense and defense.

192B. METHODS IN COACHING (II).

2 units

The theory of coaching baseball, track and field, and tennis. A study of the various systems.

Courses for Women

52A. FRESHMEN PHYSICAL ACTIVITIES (Required) (I, II).

$\frac{1}{2}$ unit

A course to give the entering student an opportunity to participate in activities which demand and develop fundamental skills such as running, throwing, catching, and relaxing, in at least one team game, and in

activities which help correct the more prevalent deviations from normal body functions or normal body mechanics.

61A-B. NATURAL DANCING (I, II). $\frac{1}{2}$ unit

63A. FIELD HOCKEY AND VOLLEYBALL (I). $\frac{1}{2}$ unit

63B. BASKETBALL, BASEBALL AND SPEEDBALL (II). $\frac{1}{2}$ unit

80. THEORY OF RHYTHMS (I). 1 unit

A study of the dance field. Consideration of all types of rhythmic work for elementary and secondary schools. Educational program possibilities.

193A. METHODS IN COACHING (I). 2 units

Field hockey, soccer, speedball, volleyball, handball.

193B. METHODS IN COACHING (II). 2 units

Basketball, baseball, tennis, track and field.

Courses for Men and Women

2. HYGIENE (I, II). 2 units

An informational course in personal hygiene developed through reading, discussion, lectures, and individual health conferences. The hygiene of the various organic systems is developed through the study of hereditary and environmental factors concerned. Principles of First Aid are included during the course.

Two one-hour periods per week.

54A-D. RESTRICTED ACTIVITIES (I, II). $\frac{1}{2}$ unit

Limited individual exercise for students who are excused from the regular activity courses. The nature of the work offered will be governed in each case by the recommendation of the College Physician.

Two one-hour periods per week.

60A-B. CLOG AND TAP DANCING (I, II). $\frac{1}{2}$ unit

64A-C. TENNIS (I, II). $\frac{1}{2}$ unit

66A-C. ARCHERY (I, II). $\frac{1}{2}$ unit

69A-B. INDIVIDUAL SPORTS (I, II). $\frac{1}{2}$ unit

Badminton, Deck Tennis, Paddle Tennis, Table Tennis, Horseshoes.

100. FREE PLAY ARCHERY, FREE PLAY GOLF, FREE PLAY HANDBALL, or FREE PLAY TENNIS (I, II). $\frac{1}{2}$ unit

Open to senior students who have had previous instruction in the activity and who are approved by the staff.

190B. METHODS IN SINGING GAMES AND FOLK DANCES (I, II). $\frac{1}{2}$ unit

Participation in and conduct of singing games and folk dances suitable for children of the elementary school and junior high school.

190C. ADVANCED FOLK DANCING (II). $\frac{1}{2}$ unit

Recreational folk dancing. Prerequisite: P.E. 190B.

151. APPLIED KINESIOLOGY AND METHODS IN CORRECTIVE PHYSICAL EDUCATION (I). 4 units

The combined course includes a study of the anatomy of muscles, bones, joints, and the nervous system as a basis for understanding bodily movement in exercise and sports; the principles underlying good body mechanics; the causes, correction and prevention of postural defects; methods of relaxation; the place of Corrective Physical Education in the school program, equipment facilities and procedure; the fundamentals and practice of massage. Much of the work is practical. No prerequisites except upper division standing.

Four one-hour periods per week.

175. PRINCIPLES OF PHYSICAL EDUCATION (I). 3 units

The purpose of this course is to evaluate the history of physical education, to weigh present problems in the field, to set up a code of ethics for professional workers, and to formulate aims and objectives in physical education.

Three one-hour periods per week.

176. PRINCIPLES OF COMMUNITY RECREATION (I). 2 units

The examination of the principles and administration of all the agencies engaged in the promotion of community recreation for the pre-school child, the school age child, and the post school group. Practical work in community playground supervision is required.

Three one-hour periods per week.

195. METHODS IN HEALTH EDUCATION (II). 2 units

A study of the principles underlying Health Education as a school program rather than as a teaching subject. Stress is laid on the organization and administration of the health service program as well as on methods in health teaching.

Two one-hour periods per week.

198. CONFERENCE ON SECONDARY SCHOOL PHYSICAL EDUCATION (II).

199. PRACTICUM IN PHYSICAL EDUCATION (I, II). 1½ units

The practical organization of the physical education program in grades I through VIII. This includes a study of the needs of the child, of the activities involved, of the leadership of the child in these activities, of the organization of all phases of the program, and of observation of children engaged in physical education activities.

One class hour, two activity hours, and one observation hour per week.

SCIENCE, BIOLOGICAL AND PHYSICAL**Requirements in Biological Science**

A minimum of 17 units of science credits required, of which three credits must be upper division. The lower division credits must include one from each of groups A, B, and Group C.

A. 1. General Biology 1A-1B

or

2. Zoology 1A-1B

or

3. Zoology 1A and Physiology 1**4. Botany 2A-2-B.****B. 1. Chemistry 1A**

or

2. Physics 1A and Physics 1B

or

3. Physics 10.**C. Classification of Flowering Plants.****D. Vertebrate Zoology.**

The major must include nine additional upper division units in Biological Science.

Bacteriology**1. GENERAL BACTERIOLOGY (II).****3 units**

A lecture course covering the fundamental concepts of bacteriology. Includes discussions of such topics as: history, morphology, significance of bacteria in the realm of biology; the effects of physical and chemical agents; biochemical activities of bacteria; bacteriology of air, water, soil, dairy products; industrial applications; introduction to pathogenic forms. (Given 1936-37.) Prerequisite: Chemistry 1A or high school chemistry and physics, or Botany 2A-B or Zoology 1A-B.

Three one-hour lectures per week.

4. GENERAL BACTERIOLOGY LABORATORY (II).**2 units**

A laboratory course to accompany or follow Bacteriology 1. Laboratory exercises dealing with the morphology, the physiology, the effects of environment on bacteria, the bacteriological examination of air, water, soil, milk, dairy products and other foods. The course is designed to give the student a firm foundation in bacteriological technique. (Given 1936-37.) Prerequisite: Bacteriology 1.

Two three-hour laboratories per week.

Biology**1A. GENERAL BIOLOGY (I).****3 units**

Lecture and laboratory courses designed to give to the student the fundamental principles of biology. Study is made of protoplasm, the living substance; the cell, the unit of biological structure, the one-celled

organism; the many-celled plants and animals; the manufacture and utilization of food growth; waste, elimination and death of organism.

Two one-hour and one two-hour periods per week.

1B. GENERAL BIOLOGY (II).

3 units

This course is a continuation of Biology 1A. It is a lecture and laboratory course including a study of growth and reproduction in plants and animals, the physical basis of heredity, the laws of heredity, the evidences and theories of organic evolution, man's place in nature and biology and human progress.

Two one-hour and one two-hour periods per week.

10. FIELD BIOLOGY (I, II).

1, 2, 3 units

A study of mammals and birds in the field, their distribution, capture, and preparation into study skins. The course will include demonstrations and field trips.

One one-hour lecture and laboratory periods.

Botany

NOTE.—Arcata is an excellent location for all kinds of botanical study. Ocean reefs are located within four miles, a heavy coniferous forest adjoins the campus on the east and within forty miles horizontal travel one may reach all altitude ranges from sea level to five thousand feet.

Botany courses are fundamental courses to all students in the plant sciences and are basic courses for such occupations as the following: Plant Pathologist, Bacteriologist, Forester, Forest Pathologist, Farm Advisor, High School Science Teacher, Agriculturist, Nurseryman, Landscape Gardener or Architect, Florist, Seedsman, Horticulturist, etc.

The facilities of the department include well equipped laboratories, an herbarium of local flora and a greenhouse.

2A. GENERAL BOTANY (I).

4 units

This course deals with the fundamentals of the morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems and leaves. Field trips will be made to points near the college, and a large part of the material used in the laboratory will be collected by the students.

Two one-hour lecture and two three-hour laboratory periods per week.

2B. GENERAL BOTANY (II).

4 units

A continuation of course 1A covering the lower order of plants and an introduction to the taxonomy of the flowering plants.

Two one-hour lecture and two three-hour laboratory periods per week.

4. CLASSIFICATION OF FLOWERING PLANTS (II). 3 units

Lectures on the principles of classification; laboratory exercises on plant structure; practice in determinations by means of a manual. No prerequisite.

Two one-hour lecture and one three-hour laboratory period per week.

7. EXPERIMENTAL PLANT PHYSIOLOGY (I).

4 units

Study of fundamental life processes of plants, such as absorption, conduction, photosynthesis, and respiration. Prerequisite: Botany 2A-B and Chemistry 1A. (Not given 1935-36.)

Two one-hour lecture and two three-hour laboratory periods per week.

10. FLORICULTURE (II).

3 units

The propagation and culture of the more common annuals and bulbous plants grown in California gardens, the preparation of soils and planting of flower beds, application of simple principles of design to home grounds, the use of fertilizers, preparation and application of spraying materials. Two lecturers and one laboratory period per week.

104A. FOREST BOTANY (I).

3 units

A study of the forest trees and shrubs, including field identification, and a critical study of the characters and habits of gymnosperms. Prerequisite: Botany 2A-2B. (Not given 1934-35.)

Two three-hour laboratory periods and three hours field work per week.

104B. ANGIOSPERMS (II).

3 units

A study of representative orders of flowering plants; their habits and growth, structure, classification and geographical distribution. Prerequisite: Botany 2A-2B.

Two three-hour laboratory periods and three hours field work per week.

107. PLANT ECOLOGY (I).

3 units

A general survey of plant and plant associations in relation to environment. Particular attention will be given to the study of successional and habitat factors as determining the local distribution of native plants as well as an adaptation of this area to native plants. Prerequisite: One year in Biological Science.

Three one-hour periods per week.

151. PLANT GEOGRAPHY (II).

3 units

Study of plant distribution with particular emphasis on west coast conditions. Work conducted in lecture and discussion classes with occasional field trips.

Three one-hour periods per week.

Chemistry**1A-1B. GENERAL CHEMISTRY (Yr.).**

5-5 units

The fundamental concepts of chemistry, with emphasis on the relation of chemical behavior to atomic structure. A foundation course for later work in either biological or physical sciences. Prerequisites: At least two years of high school mathematics and either high school physics or chemistry. The elementary physics is preferable.

Three one-hour lecture or discussion periods and two three-hour laboratory periods.

8-9. ORGANIC CHEMISTRY (Yr.).**3-3 units**

A survey of the carbon compounds with laboratory preparations and illustrations. Principles of equilibrium, treatment of reaction velocities, crystallization and distillation.

Chemistry 8—Three one-hour lecture periods.

Chemistry 9—Three three-hour laboratory periods.

Chemistry 9 either follows Chemistry 8 or it may be taken concurrently. Prerequisites: Chemistry 1A-1B. To be given Fall 1935 if the demand is sufficient.

Geology**1A. GENERAL GEOLOGY (I, II).****3 units**

A study of the earth, its internal and external structure, the materials of which it is composed, and the geologic processes and agents that are affecting the surface.

Three one-hour periods per week, with frequent field trips by arrangement.

Paleontology**1A. GENERAL PALEONTOLOGY (II).****3 units**

The history of life on the earth. Principles of development, adaptation, elementary classification of animals and plants, present distribution of animals, earth history as affecting life history.

Three one-hour lecture periods, with two or three field trips and some hours of laboratory work.

Physics**1A-1B-1C-1D. GENERAL PHYSICS.**

A survey of physics for engineers and students of the physical sciences. The quantitative aspect of the subject is emphasized. Elementary algebra and calculus are freely used.

PHYSICS 1A (I).**3 units**

The elementary principles of mechanics. Prerequisites: Three years of high school mathematics, including Trigonometry.

Two one-hour lectures and one three-hour laboratory per week.

PHYSICS 1B (II).**3 units**

Emphasis on heat, radiation, elementary principles of meteorology, and the properties of matter. Prerequisites: Three years of high school mathematics, including Trigonometry.

Two one-hour lectures and one three-hour laboratory per week.

PHYSICS 1C (I).**3 units**

The fundamental principles of electricity and magnetism. Prerequisites: Physics 1A-1B. (To be given Fall 1935 if the demand is sufficient.)

Two one-hour lectures and one three-hour laboratory per week.

PHYSICS 1D (II).**3 units**

Behavior of light, spectroscopy, optical instruments, elementary treatment of the modern theories of atomic structure, radiation, space, time, and gravitation. Prerequisites: Physics 1C. (To be given Spring 1936 if the demand is sufficient.)

Two one-hour lectures and one three-hour laboratory per week.

2A-2B. GENERAL PHYSICS (Yr.).**4-4 units**

A general survey of physics for students of the biological sciences. Less emphasis is placed on the quantitative aspect of the subject and the mathematical treatment is somewhat minimized. (To be given Fall 1935 if the demand is sufficient.)

Three one-hour lecture, discussion and demonstration periods, and one three-hour laboratory period per week.

Zoology**1A. GENERAL ZOOLOGY (I).****4 units**

An introduction of facts and principles of animal biology as illustrated by seashore invertebrates. Special reference will be given to the structure, function, heredity and evolution and ecological relationships of animals. Lectures, laboratory, conferences, and several seashore trips will be made, where the animal behavior in natural surroundings will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

1B. GENERAL ZOOLOGY (II).

A continuation of course 1A in which the structure, development and history of the chordates will be studied.

Two one-hour lectures, and two three-hour laboratory periods.

113. GENERAL VERTEBRATE ZOOLOGY (II).**3 units**

Natural history of the birds, mammals, reptiles, amphibians, and fishes. Identification of species, study of habitat preferences, behavior, distribution, and classification. Lectures, field trips and laboratory, with papers on assigned topics. Prerequisite: Zoology 1A-1B.

Two one-hour lectures, and one three-hour laboratory periods or field trips.

114. HEREDITY AND EVOLUTION (I).**3 units**

The facts of heredity and Mendel's laws with the application of these laws to plants and animals, including man, are taken up through lectures and assigned readings. Study is made of the various theories of evolution. Prerequisite: Zoology 1A-1B.

Three one-hour periods per week.

SCIENCE, SOCIAL**Economics****1A. PRINCIPLES OF ECONOMICS (I, II). 3 units**

A general survey course starting with a brief examination of the structure of the medieval industrial society and the evolution of modern capitalistic industry; followed by a more intensive study of the outstanding features of our present economic organization and of the economic laws governing value and price.

Three one-hour periods per week.

1B. PRINCIPLES OF ECONOMICS (II). 3 units

A continuation of course 1A, dealing with the distribution of wealth and income, government finance, labor problems and proposed methods of reform of our economic system, with emphasis on modern trends in economic planning.

Three one-hour periods per week.

11. ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES (I, II). 3 units

The evolution of industrial society in the United States from the period of colonization to the present day, together with an analysis of the methods by which the people of the country have endeavored to provide for the satisfaction of their economic wants, the institutions which have developed in this endeavor, the causes for the success or failure of these institutions, and the problems which have arisen as a result. The course attempts also a study of the interaction between these economic factors and the social and political conditions and institutions in the United States. Prerequisite: Economics 1A.

Three one-hour periods per week.

135. PRINCIPLES OF MONEY AND BANKING (I). 3 units

A study of the nature and function of money and credit followed by a study of the structure and functions of the most important financial institution in American economic society: commercial banks, savings banks, trust companies, investment bankers, agricultural banks and the Federal Reserve System. Emphasis is laid on the study of Federal reserve credit policy and banking reconstruction under the "New Deal." Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

150. LABOR ECONOMICS (I). 3 units

A survey of the main forces and factors which give rise to modern labor conditions and problems followed by a study of the more specific labor problems related to wages, hours of work, conditions of work, unionism, economic security and industrial relations. Particular attention given to the changes in labor organization, wages, hours, etc., under the NRA. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

188. CONTEMPORARY ECONOMIC AND SOCIAL PROBLEMS (II). 3 units

Selected problems of vital importance today: changes brought about by the new technology; unemployment and plans for social insurance;

important legislation for economic recovery; and recent tendencies in economic planning. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

189. SOCIAL AND ECONOMIC ASPECTS OF IMMIGRATION

(II).

3 units

A brief survey of the history of immigration into the United States followed by a more comprehensive study, both qualitative and quantitative, of recent tendencies. An examination of the motives which impel recent immigration to the United States, of the relation of immigration to the supply of labor and wage scales with their consequences upon the standard of living; of the social problems created by the constant inflow of immigrants and of recent governmental policies in control of immigration. Prerequisite: 6 units of lower division Economics.

Three one-hour periods per week.

195. PRINCIPLES OF INTERNATIONAL COMMERCE (II).

3 units

A study of the theory of international trade, balance of trade and payments, foreign exchanges and foreign trade financing, international debts, government control and direction of international trade. Prerequisite: Six units of lower division economics.

Three one-hour periods per week.

Geography

1. ELEMENTS OF GEOGRAPHY (I).

3 units

Treating of earth, air, and water as affecting life and human affairs; emphasizing physiographic processes and features, such as relief features, materials of the land and their uses, plains, climatic factors, atmospheric conditions, oceans, and such other subjects as are treated in a text like *Elements of Geography* by Salisbury, Barrows and Tower.

Three one-hour periods per week.

2. CULTURAL AND REGIONAL GEOGRAPHY (I, II). 3 units

A brief study of the physical environment as the home of man followed by a more intensive study of human activities as affected by this environment, specifically treating of life in mountains and plains, soil and the farmer, metals and civilization, sources of power and industry, population and the food supply, trade routes and commerce, and such other subjects as are treated in "The Geographic Basis of Society," by Huntington and Carlson, supplemented by class reports on regional geography.

Three one-hour periods per week.

History

4A. HISTORY OF WESTERN CIVILIZATION (I, II). 3 units

The cultural, religious, institutional, political and economic foundations of modern European history; a rapid survey of ancient, medieval, and modern history to the eighteenth century.

Three one-hour periods per week.

4B. HISTORY OF WESTERN CIVILIZATION (I, II). 3 units

The strategic, political, economic, and cultural foundations of contemporary European and world history, with emphasis upon inter-

national relations. The course covers the period from the eighteenth century to the present.

Three one-hour periods per week.

146. CONTEMPORARY WORLD POLITICS (II). 3 units

Europe since 1870; the causes of the World War; new Europe and the world on a basis of the treaties of peace; contemporary international relations.

Three one-hour periods per week.

153. ENGLAND UNDER THE TUDORS AND STUARTS, 1485-1714 (I). 3 units

The rise of the strong monarchy, the reformation, the Elizabethan conflict with Spain, the religious and political struggle under the early Stuarts, the Puritan Revolution, the Civil War, the period of Cromwell, the foreign and religious policy of the Restoration, the revolution of 1688 and the rise of the English colonies. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

155. HISTORY OF THE BRITISH EMPIRE SINCE 1750 (II). 3 units

An account of the older overseas empire and its transformation; the beginnings of the newer empire after 1783; the rise, federation and imperial relations of the self-governing dominions, the crown colony system; India under British rule; British expansion in Africa and in the Pacific. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

165A-165B. HISTORY OF MODERN EUROPEAN EXPANSION (I, II). 3-3 units

History of the growth of colonial empires after 1492; motives, rivalries and policies of expansionist nations in the occupation and exploitation of dependent areas; the growth of administrative methods in the control of backward peoples. Prerequisite: 6 units of lower division History.

Three one-hour periods per week.

189. HISTORY OF THE PACIFIC COAST (I). 3 units

The Spanish period; the frontier in American history; the conquest and development of the Pacific coast region of the United States.

Three one-hour periods per week.

Philosophy

5A. INTRODUCTION TO PHILOSOPHY (I). 3 units

An elementary survey of the fundamental concepts and issues in ethics, logic, metaphysics, religion, ontology, and the theory of knowledge. Illustrations are drawn from the philosophical sources including the philosopher poets and contemporary writers.

Three one-hour periods per week.

5B. INTRODUCTION TO PHILOSOPHY (II).**3 units**

A special consideration of the basic problems of philosophy including historical references to solutions presented in the past. Lectures, reading, and discussions with appropriate tests.

Three one-hour periods per week.

Political Science**1A. COMPARATIVE GOVERNMENT.****3 units**

This course is essentially a study of government along comparative lines aiming to furnish the background for our own government; to show the contributions made by America to the political systems of other nations; to enable the student to see, by comparison, more clearly the workings of our own system; and to further international good will through a sympathetic understanding of our neighbors. In concrete, it studies the political organization of Great Britain and her self-governing dominions, of France, Belgium and Italy, examining such principal features as questions of sovereignty, the status of monarchy, centralized and federalized republics, cabinet systems, parliamentary and judicial organization and procedure and political parties and philosophy. Not offered 1935-1936.

Three one-hour periods per week.

1B. COMPARATIVE GOVERNMENT.**3 units**

This is a continuation of course 1A, dealing with similar features in the governments of Switzerland, Germany, Russia, Japan and the United States. Not offered 1935-1936.

Three one-hour periods per week.

151. AMERICAN NATIONAL GOVERNMENT (I, II).**3 units**

An examination of the formation and development of the American constitutional system; English and colonial origins; the establishment of the Constitution; development by legal interpretation and political practice; the Constitution as a working instrument; the functioning of the Federal government under it; extra-constitutional features of the American government.

This course meets the requirements in United States Constitution established by the Legislature of California.

Three one-hour periods per week.

Psychology**1. GENERAL PSYCHOLOGY (I, II).****3 units**

This course introduces the student to the field of mental life. The physical basis of mind, the nature of mental processes and a study of human behavior, both introspectively and objectively, are the central themes of study. Class work and study is interpreted in terms of personal experience as far as possible.

Three one-hour periods per week.

INDEX

	Page		Page
Administration -----	5	Humboldt Science Club -----	36
Administration Credential -----	56	Industrial Education -----	88
Admission -----	12	Institute Service -----	41
Advanced Standing -----	14	Junior H. S. Credential -----	47
Alumni Association -----	41	Kindergarten-Primary Club -----	37
Aptitude Test -----	16	Kiwanis Club Award -----	39
Art -----	73	Library -----	30
Assemblies and Entertainments -----	37	Living Arrangements -----	23
Associated Men Students -----	36	Loan Fund -----	26
Associated Students -----	32	Location -----	29
Athletics -----	33	Lower Division Courses-----	
Bacteriology -----	97	Letters and Science -----	66
Biology -----	97	Commerce -----	67
Board of Control of Student		Agriculture -----	69
Body -----	33	Forestry -----	70
Bookstore -----	27	Music -----	91
Botany -----	98	Pre-Dental -----	64
Calendar -----	4	Pre-Engineering -----	65
Campus -----	30	Pre-Medical -----	65
Campus Life -----	29	Pre-Nursing -----	66
Chemistry -----	99	Pre-Pharmacy -----	66
Chi Sigma Epsilon -----	38	Marking System -----	18
Chi Sigma Epsilon Medal -----	39	Mathematics -----	90
Civic Club -----	36	Matriculation in Other	
Class Attendance -----	21	Institutions -----	14
Classification of Students -----	18	Music -----	91
College Elementary School -----	31	Musical Organizations -----	34
Commerce -----	75	Normal Program -----	17
Counseling Agencies -----	35	Official Directory -----	5
Courses of Instruction -----	73	Orientation -----	17
Course Numbers -----	18	Paleontology -----	100
Degree Courses-----		Philosophy -----	104
General Elem. Credential -----	42	Physical Education -----	94
General Junior H. S.		Physical Education Credential -----	54
Credential -----	46	Physical Examination -----	16
Phys. E. and Gen. Elem. -----	52	Physics -----	100
English -----	62	Pi Alpha Pi -----	37
Social Science -----	64	Placement Service -----	40
Disqualification -----	21	Political Science -----	104
Dramatic Fraternity -----	34	President's Cup -----	38
(Alpha Psi Omega)		Probation -----	21
Dramatic Workshop -----	34	Pro Musica -----	35
Economics -----	102	Psychology -----	105
Elementary Credential -----	42	Recreation -----	31
English -----	83	Registration -----	15
English A Examination -----	16	Reports -----	19
English Award -----	38	Rousers -----	39
Executive Committee of Stu-		Scholarship Index -----	18
dent Body -----	33	Scholarship Regulations -----	19
Expenses -----	23	Science, Biological and Physical -----	97
Extension Service -----	40	Self Help -----	26
Extra-Curricular Activities -----	22	Semester Unit -----	17
Faculty -----	7	Social Life -----	35
Faculty Committees -----	11	Social Science -----	102
Fees -----	24	Speakers' Bureau -----	40
French -----	86	Speech and Drama -----	85
Fundamentals -----	22	Student Honors -----	37
General Information -----	12	Student Programs -----	17
General Regulations -----	15	Student Teaching and Educa-	
Geography -----	103	tion Courses -----	78
Geology -----	100	Student Teaching Requirements -----	20
Graduation Requirements -----	19	Supervision Credential -----	58
Health Service -----	16	Withdrawal from College -----	20
History -----	103	Withdrawal from Courses -----	20
Historical -----	29	Women's Athletic Association -----	33
Home Economics -----	87	Y. M. C. A. -----	37
Honor Points -----	19	Zoology -----	101

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